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ABSTRACT

This guide is intended to help the correctional educator plan and develop comprehensive vocational and related academic skills programs. Sections I and II introduce the guide and its use. Section III focuses on these program elements: fundings--resource mobilization; coalition building--networking; curriculum--training methods--teaching techniques; capacity building--staff and supervisory training; and information management and evaluation. It lists issues that should be examined and possible actions for implementation. The section concludes by summarizing key areas to be monitored for program quality. Section IV is a summary of the findings of the project's research on correctional education and discusses how they relate to the development of quality vocational and correctional education programs. Section V contains descriptions of 25 programs that can serve as models for correctional educators. A subject index is provided. Each description presents this information: name and address of sponsoring institution(s), name(s) of director or program manager, telephone number, and information on the program. Section VI includes annotated listings of funding sources, grant foundations, sources for education and technical information, literacy organizations, literacy resources, educational centers, resources on prison industries, non-profit institutes, and ex-offender programs and information resources. Section VII is a general bibliography of nine pages. (YLB)

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EDUCATION IN CORRECTIONAL SETTINGS

A Guide for Developing Quality Vocational and Adult Basic Education Programs

Contract No. 300840252

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"We should introduce or expand two kinds of educational programs: The first would be to make certain that every inmate who cannot read, write, spell and do simple arithmetic would be given that training."

"The second . . . would require a large expansion of vocational training . . . so that a prisoner would not leave the institution without some qualifications for employment . . . We should help them learn their way out of prison."

Chief Justice Warren E. Burger
The George Washington University
School of Law, May 24, 1981

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I INTRODUCING THE GUIDE

Education in Correctional Settings: A Guide for Developing Quality Vocational and Related Adult Basic Education Programs in Correctional Settings is the result of a research effort on the part of the Department of Education, Office of Vocational and Adult Education (OVAE).

This nine-month research project, which began in September, 1984, focuses on identifying successful elements in vocational education programs in correctional settings; and identifies programs which result from effective cooperative vocational arrangements and other interagency agreements. Results of the project could be used by the Department of Education, OVAE, as suggestions and recommendations for developing, expanding and improving educational programs in correctional settings.

The purpose of the Guide is to help you, as a correctional educator, plan and develop comprehensive vocational and related academic skills programs in your institution or in your community.

It contains the most recent (1985) information on:

1. Program development ideas and suggestions, recommendations on administration, management and staffing
2. A directory of possible funding sources
3. A list of ex-offender programs
4. A reference/resources section
5. A current bibliography

The research began with an examination and analysis of contemporary literature covering vocational and related academic skills programs in correctional settings. The emphasis was on those programs which resulted from interagency agreements or arrangements.

- o Research included interviews with experts in the field. Books, periodicals, and journals which provided documentation for this Guide were also identified.

- Through this review, elements of good educational practices applicable to most vocational and related academic skills programs were selected.

- The literature search identified programs with diverse and innovative characteristics which could be adapted by other correctional institutions or community-based corrections groups.

For you as a reader and as a program operator, the Guide has many possibilities.

- It contains information on the current status of vocational and related academic skills programs;

- It identifies possible new alliances in the private sector, in industry, in local communities and at all levels of government;

- It suggests new directions in program management and program evaluation.

It offers you a resource which proposes ideas on changing or modifying your vocational education programs, or developing entirely new ones, depending upon your needs.

II USING THE GUIDE PROGRAMATICALLY

Briefly

Take a look at the economic facts for offenders and what they confront in the world of work. Then, look at the programs you develop and administer in your institution.

How up to date are you? Are you managing a comprehensive program using all of the resources available? Are you in touch with agencies and community services that can offer you assistance?

Your analysis of your clients and the transition which they must make will tell you that only those persons who have been trained to enter a competitive labor market will be more likely to get and hold a job.

Your examination of your programs will tell you that only the most complete preparation involving as many outside resources as possible will make offenders competitive by today's standards.

The Guide is a programmatic tool for you to use in designing new programs or in changing those which you already manage. There are a number of action suggestions contained here which may be helpful to you. You will find ideas on resource mobilization, curriculum development, training of staff, new teaching methodologies, capacity building, coalition building and evaluation. These ideas are useful to programs in multi-settings: Adult and youth institutions, half-way houses and those based in communities.

The Guide contains new program directions, alternatives, resources and references. It may help make your programs more responsive.

PROGRAM ELEMENTS **PAGE**

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B. Coalition Building 7

C. Curriculum - Training Methods-Teaching Techniques 8

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E. Information Management and Evaluation 10

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III PROGRAM ELEMENTS

Program Management... Making It Work For You

Briefly: Here are some basic questions you should ask about your current vocational and adult basic education program.

Can you analyze the management of your program critically? Do your funding strategies provide sufficient resources to operate a comprehensive program? Have you tapped into every available state, local or community agency? Can you locate other sources of funds to leverage in support of your program?

What techniques do you use to build staff capabilities? What do you do about staff training? What kind of leadership training should be required? Who are your private sector or public agency allies? Do you build coalitions in the community for community education and services? How do you create networking arrangements with ex-offender programs, placement services and with job development organizations?

How can you evaluate your programs? Do you use a self-assessment instrument?* What kind of management information do you require?

Does your curriculum reflect current market opportunities? What training methods should you consider which would make your programs more relevant? What about "high tech" equipment, or new teaching techniques?

This section of the Guide will help you examine these issues, help you decide on how you want to handle them and give you some ideas for implementation.

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* William D. Mader, Chief, Corrections Education Division, Department of Education, Harrisburg, PA, uses a special program review form which you may find useful, (717) 783-8088.

A. FUNDING: RESOURCE MOBILIZATION

THE ISSUES

- **How are Your Programs Funded?** What other sources are available at the state, local, community or private sector level to fund vocational and correctional education programs in your institution?
- Have you investigated foundation support, requested their guidelines and planned for sufficient proposal preparation lead time?
- Can you document your funding request with program information?
- Have you looked into noncompetitive sources of funding from Federal, State and local agencies?

POSSIBLE ACTION

Standard Funding Sources

- The standard sources of funding for programs are vocational education state allocations; adult basic education state allocations; Joint Partnership Training Act (JTPA); ACTION; Fund for the Improvement of Post-Secondary Education; Bilingual Education Act, Title VII; Education Consolidation and Improvement Act of 1981, Chapter I and Chapter II; Women's Education Equity Act; Indian Education Act; Office of Special Education and Rehabilitative Services; Vocational Rehabilitation Services; Community Services Block Grants, Health and Human Services; National Institute of Corrections and National Institute on Education.

Private Sector Funding

- Talk with local union representatives; economic development organizations; National Alliance of Business; Private Industry Councils; National Council of Jewish Women; business and professional associations; Chambers of Commerce; community action agencies; advocacy groups; adult education program directors and local business and industry. The YMCA; YM-YWHA; Catholic Youth Organizations; Catholic Charities; United Church of Christ and United Fund; local employment offices; Catholic Family Services; National Council of Churches; National Council of Christians and Jews and the Salvation Army.

Specialized Organizations

- Look for those organizations which have a record of working with poverty groups; with urban and rural programs; with women's groups; with child development programs. Look for professional groups which offer technical assistance in proposal writing, or in organizing presentations to possible funding sources.
- Check the Foundation Guide for sources of vocational funds,* and the Encyclopedia of Associations for other relevant groups.
- Develop opportunities for joint ventures with public and private sector groups to expand your programs.

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* A list of Foundations is on page 84. A list of Advocacy and Ex-Offender Groups is on pages __.

B. COALITION BUILDING: NETWORKING

THE ISSUES

- Are your programs visible? Does the community in which the correctional institution is located know and understand about vocational and correctional education? How do you inform the community?

- Do you relate to similar programs in other correctional institutions; compare curriculum; training methods; job preparation and placement techniques?

- Do you have an advisory committee for each of your vocational courses which can review and help you up-date your course material?

- Do you use the National Institute Corrections Clearinghouse in Boulder, Colorado, and the Division of Education, Federal Bureau of Prisons for program information, innovative ideas, research data and funding resources?

- Do you use your professional associations such as teacher associations, library associations, counseling and guidance associations, engineering associations, trade unions, management groups, ex-offender advocacy groups, legislative support organizations, to exchange information on programs, curriculum changes, pilot projects and on new research findings?

- Have you written an article for a professional journal on your program, its significance and projected outcome?

- Have you discussed the Department of Labor's Targeted Jobs Tax Credit Program with a local business or industry?

- Have you encouraged Veterans Administration personnel to provide employment assistance to offenders who need jobs and rights counseling?

POSSIBLE ACTION

- High schools and colleges in your area have journalism courses and newspapers. Use journalism students to tell the story of your programs. Invite them on a field trip. Let them work with offenders on writing news stories and publishing newsletters. Encourage your Congressional and state delegates to visit on a field trip. Meet with corporate executives such as automobile manufacturers or sales representatives to obtain cars for auto mechanics courses. This is a possible tax writeoff for corporate participants.

- Organize an intra-state vocational/-correctional education ad hoc group to share ideas.

- Political and community leaders have a share in community undertakings. They can help you in planning and coordinating advisory councils and community trade councils. Voluntary organizations are also an excellent source of community response.

- Community involvement can lead to community sharing of responsibility. Job training agencies in the "free world" can help identify job placement opportunities for offenders. Referral services such as employment services, displaced homemaker programs, food stamp sponsors, AFDC programs and Social Security offices are good sources of job information. Use your community action agency and its statewide network to help you place trained ex-offenders. (Virginia Cares, Roanoke, VA)

- Hold a job fair in the institution. Invite potential employers and ex-offender advocacy groups.

- Put the institution on the mailing list for employment service bulletins; job search organizations; federal and state government mailings and for post-secondary school bulletins. Make sure that any former college students receive alumni journals. The Veterans Rights Newsletter is available for prison distribution from the Veterans Education Project, Washington, D.C.

C. CURRICULUM - TRAINING METHODS - TEACHING TECHNIQUES

THE ISSUES

- Does your curriculum correlate with current labor market demands?
- What kinds of jobs do inmates find when released? Do employers verify that ex-offenders complete skill requirements?
- Are your teachers familiar with instructional methods appropriate for incarcerated adults and youths?
- Do you offer programs in high technology to interest and motivate the offender population? Do you have the required computer repair personnel and servicing facilities?
- Do you offer individualized self-paced instruction using computer-based materials?
- Are your facilities and equipment consistent with current business or industrial practices?

POSSIBLE ACTION

- Trade councils and advisory groups are the best source of information about curriculum. In Kentucky and Oregon, these volunteer groups review curriculum and make pertinent recommendations on skills, materials and training. They can be used as adjunct faculty and as expert advisors.
- Consider V-Techs and Job Corps curricula and teaching materials. They are performance-based with learning objectives already developed. Check on vocational materials in use in the military to see if they can be used cooperatively.
- Become familiar with alternative teaching methods such as team teaching, peer teaching and counseling, teacher-mentor contract learning, modular programming, use of telecommunications equipment, VCR, television and teleconferencing.
- Initiate cooperative agreements with business and industry for training equipment and facilities. Arrange for an exchange program with industries to borrow industrial trainers. Make use of local Private Industry Councils (PICS) for specialized training.
- Check with adult learning centers, youth training programs and women's job training programs on adult and youth learning needs and styles.
- Investigate voluntary literacy programs such as Laubach Literacy Inc., Volunteers for Literacy and Right to Read programs. These can provide curriculum materials and a teacher pool.
- The Vocational Education Curriculum Coordination Centers are a rich and varied source of curriculum materials.
- Your local community college can give you multiple assistance in curriculum development, staff training and teaching faculty.

* V-Techs-Vocational Technical Consortium of States (see Kentucky Program description page ____.)

D. CAPACITY BUILDING: STAFF AND SUPERVISORY TRAINING

THE ISSUES

- What do you do now about building staff capability, training, supervisory and management skills?
- Are your teachers familiar with current teaching techniques?
- Are the supervisors and program managers familiar with correctional institution security rules? Are they familiar with its policy on education and training space.
- Does your staff relate well with institutional staff and offenders?
- How do you create a learning environment when there are so many other factors to consider? How do you avoid program duplication?
- Where do you recruit teaching staff and how do you prepare them for working in a difficult situation?
- What kind of experience do you seek in a teacher of vocational or academic skills?
- How do you train for leadership?

POSSIBLE ACTION

- Establish performance objectives with your teaching staff which should include how well they relate to the student population.
- Develop cooperative in-house training and refresher programs with local union representatives, community college faculty, other state administrators and correction institution staff. Ask them to work with you on building staff capability through workshops, seminars and group discussions.
- Invite faculty from your local college's education department; your local adult education programs and community corrections programs to hold seminars on alternative teaching techniques; lifelong learning, teaching in a closed environment and handling stress.
- Check with your local NEA or AFT and with state education associations as well as state vocational education associations on approaches to assessing teaching experience. Adult Basic Education federal funds can be used for teacher training. Familiarize yourself with those guidelines.
- Check with regional Peace Corps offices to recruit returning Peace Corps volunteers as teaching staff. Check with ACTION on VISTA possibilities, and with SCORE (Service Corps of Retired Executives) and with state volunteer coordination offices.
- Train offenders with either vocational or academic skills to handle classes under supervision. In Missouri, a special teacher training program was established in 1984, to accredit offender teachers.
- Whenever possible, include institutional security staff in your training activities.
- Hold leadership training workshops with the American Management Association, Private Industry Councils, or with business management faculty at a nearby college. Take advantage of the American Society of Training and Development (ASTD) management workshops offered in many locales.

E. INFORMATION MANAGEMENT AND EVALUATION

THE ISSUES

- o Do you know what programs work in your institution and why?
- o Do you have an adequate management information system to collect data on your programs?
- o Do you have an annual internal evaluation plan tailored for your institution that will give you program feedback and help you establish an effective monitoring system of accountability?
- o Have you had an external or third party evaluation of your program to analyze program impact and outcomes?
- o Do you check with probation and parole officers for any follow-up information?
- o Have you established liaison with any ex-offender organizations in your area which can help you collect follow-up data?

POSSIBLE ACTION

- o Establish a research committee of management information, education and evaluation specialists.*
- o Check with your state's program planning and evaluation office to see if processes are already in place. The State Office on Accreditations is another good source.
- o Check with the nearest graduate school departments of political science and continuing education for likely candidates to help you design evaluation protocols.
- o Work with your state's evaluation office in establishing data collection procedures. Software may already be in place and may require only simple modifications.
- o If you have a computer program established in one of your institutions, work out an arrangement with the hardware supplier for technical assistance on data collection and computer programming.
- o Share the data. Conduct sessions with staff on evaluation reports to shape program improvements.
- o Prepare a self-assessment document, then join with other institutions across state lines to recruit an inter-state evaluation team for program assessment.*
- o Document success to the legislature, support groups and in community public relations.

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* See Garrett Heyns Education Center evaluation, page 25.

F. SUMMARY POINTS

To Summarize: There Are Eight Key Areas For You to Monitor for Program Quality.

PROGRAM REVIEW	Review your vocational/academic skills programs - how they operate and how to improve them.
SKILL TRAINING AND CURRICULUM DEVELOPMENT	Check the type of vocational education curriculum and programs you offer. Are they current? Are they marketable? How do they relate to industrial and business employment needs?
CLIENT NEEDS	Assess offender needs in terms of educational placement, guidance, counseling, training, future employment and life skills.
PRIVATE SECTOR INVOLVEMENT	Tap new private, public and community resources for program development and expansion.
COORDINATION	Coordinate your services and training sites with other institutions or community-based programs.
LABOR MARKET INFORMATION	Examine your vocational education and job preparedness curricula's relevance to labor market data.
SUPPORT SERVICES	Research and implement those reintegration life skills and support services that are necessary for motivation, good work habits and employability.
PROGRAM MONITORING AND INFORMATION SYSTEMS	Create an evaluation framework for program monitoring and to maintain program standards.

IV. REPORTING ON THE RESEARCH

A. Analysis of the Literature

B. Findings

C. Trends

D. Problems

In undertaking this project, an information net was formulated to capture programs and issues data. The subject was searched on specialized computer data bases, available from:

- The National Referral Center of the Library of Congress
- Library of Congress Computer Catalogue Systems (MUMS and SCORPIO)
- National Criminal Justice Reference Service
- National Center for Research in Vocational Education
- LOG-IN (Local Government Information Network) A Control Data Corporation Service
- ERIC (Education Research Information Center)

The manual search was conducted at the special libraries of Federal Bureau of Prisons and the America Correctional Education Association, the Library of Congress and area university libraries.

Additionally, resources at the National Institute of Corrections and the Adult Education Clearinghouse were used for obtaining current research reports, periodicals and customized bibliographies.

Telephone interviews and personal interviews were held to crosscheck material and to obtain additional programmatic information. Directors of vocational and correctional education programs, key personnel at community-based and institutional programs and at associations and persons affiliated with ex-offender and advocacy organizations were all interviewed to insure that the programs selected for the Guide were relevant, innovative and, most important, still operating successfully.

This section, "Reporting on the Research," is a summary of the findings and how they relate to the development of quality vocational and correctional education programs.

A. Analysis of the Literature

The analysis of the literature search provided a documented framework for the construction of this Guidebook. Through the literature, innovative and successful vocational and academic skills programs were identified and selected for the Guide; trends and problems were examined and available data about offenders was accumulated.

The literature search pointed up many examples of how vocational education and related academic skills training are necessary components of the educational services that offenders need to become productive, law-abiding and able to handle the stress of reintegration into the "free world". However, research showed that these basic components are not enough. The emphasis should be on comprehensive programming, including lifeskills and survival skills, tutorial services, counseling, guidance, job preparation, on-the-job training, placement and follow-up and that this program package should begin as soon as the offender enters the correctional institution.

According to the research findings, limited federal, state and local funding have hampered correctional educators from providing either the quality or quantity of programs needed. The vocational education and related adult skills programs identified in this Guide could benefit correctional educators in developing, expanding and improving the delivery of educational services within the limited resources available.

A number of significant trends in correctional and vocational education emerged from the analysis. They point to new directions that state agencies and alternative programs are taking in providing educational services, in assessing and evaluating offenders coming into the system, in new teaching techniques and in program coordination and articulation with state and local agencies. They also point to neglect in collecting information on the impact of programs currently in operation, on participation rates, achievement scores and on any follow-up services. The lack of a cohesive corrections philosophy and continuity of leadership in many states still plagues correctional education.

B. Research Findings

Profile of Offenders: THE FACTS

A look at the numbers reveals a picture of a poverty population with few marketable skills. (These are 1981 figures derived from a number of correctional information sources.)

- It is estimated that 34% of the juvenile and 20% of the adult inmate population in correctional institutions are functionally illiterate. They are unable to complete a job application, read and understand newspapers or apply for an automobile operator's license.
- A majority of adult offenders, some 60%, have no high school diploma. Only ten percent of that figure have completed high school, while 85% left high school before their 16th birthday.
- Nearly three quarters of the inmate population have had no previous vocational training.
- At least 40% of all inmates were unemployed prior to their current conviction, and some 80% were earning less than a poverty-level salary.
- Approximately 30% have serious learning disabilities and ten percent show indications of mental retardation. Nearly 40% can be classified as handicapped.
- It is estimated that 60 to 75% of the 150,000 offenders released from institutions each year will return to crime and at least half of those persons will be back in jail within the year.
- The typical inmate is a male who is poor, has less than ten years of schooling, and functions from two to three years below that level.
- The feminization of poverty has dramatically impacted on these figures. (National Advisory Council on Vocational Education, 1981.)

Researching the dimensions of the problem showed that the need for expanded and coordinated educational programming is clear. Ninety-five percent of convicted felons eventually return to society. The consequences of the lack of marketable skills are no secret and have been documented by The Education Commission of the States in a 1976 report that says: "It is obvious that to the extent that offenders cannot use knowledge and skills obtained from the normal culture to cope with normal society, they will use knowledge and skills obtained from deviant cultures to cope in whatever way they can."

The National Advisory Council's 1981 report discussed the extensive support which exists for the view that educational programs including vocational education can rehabilitate many of these offenders and enhance their employability and self-sufficiency, when given adequate resources, a coordinated approach, committed leadership and shared responsibility. An influential advocate of educational programs for offenders is the Chief Justice of the U.S. Supreme Court, Warren E. Burger. The Chief Justice suggested many times in his speeches that an ideal program would "help prisoners learn their way out of prison."

However, while the research also indicates that the goal of correctional education is to provide the educational services that offenders need to become socially and economically productive, many individual prison programs have serious flaws.

1. Many do not provide market-level courses that will adequately train the participant for entry-level employment.

2. A large number do not provide required certification of job training.

3. In many institutions there is little effective pre-employment training.

4. Many do not provide specialized training for hard-to-fill jobs. In some states, for example, there is constant need for qualified front-end mechanics and qualified body and fender specialists. Such in-prison training is not readily available.

5. Few provide transition and post-release services or employment assistance to find a job. Few prisons follow-up on the job, with the family and within the community.

6. Many post-release programs are vague and not clearly defined with no specific probation or parole program.

The major gap in comprehensive services seems to be between the training programs that do exist in prisons and the jobs that are available in the home community or elsewhere. Nearly all offenders need help to find a job. Marvin Tisdale, an experienced parole officer in Washington, D.C., said recently, ". . . you have a lot of men out there really trying to make a good life for themselves. But without the jobs, the training and education programs, it's hard as hell." This syndrome reflects the lack of a total approach by the providers of educational services to the prison population.

A number of other important findings can be highlighted which you may find useful in program development.

1. State and federal legislation play a very important role, as you know, in shaping the whole field of vocational and correctional education. Legislation which provides continuity in funding at state and local levels and eliminates artificial barriers to comprehensive services is the basis for successful programming. Ensuring that supportive legislation is in place, is the job of the state leadership in correctional and vocational education. It is an area which needs continuous effort.

2. Interagency coordination and cooperation are critical elements in vocational and correctional education. Making sure that vocational and correctional representatives are included on JTPA (Job Training Partnership Act) state councils and on other executive committees which impact on correctional/vocational education is one way to achieve collaboration. The use of trade councils and state advisory boards which provide job identification and placement services are other strategies which could be implemented. Another example could be the formation of State coordinating councils representing the institutions, educational agencies, employment services, health agencies, veterans' affairs and womens' groups.

3. Program success standards, evaluation procedures and management information systems are necessary to measure the impact of vocational and related academic skills programs in all correctional settings. Priority consideration should be given to developing these research and evaluation tools for program policy and planning.

4. The enunciation of clear correctional and vocational education goals and objectives which can be translated into educational priorities, curriculum development and training methods should also be a priority for program planners.

5. A variety of training approaches are necessary to maintain interest and motivation among students. Such instruction should be multi-media and computer assisted where possible, and should relate to the type of curriculum offered. For example, intensive audio-lingual instruction is important for bilingual programs. Tutorials, mentor-student contract learning, performance-based or competency-based instructional modes, experiential and on-the-job learning should all be examined when educational programs are planned.

6. There is a persuasive argument made in the research for using community resources creatively in correctional and vocational education. Active advisory boards on the local level representing employers, community leaders, labor unions and post-release offender services can serve in assessing community employment needs, planning curriculum, facilitating job development and placement.

   Teaching staff could also be recruited from the community, especially retired tradespersons and union members who have the necessary background and skills to transmit. While many states require that correctional and vocational teaching personnel be certified, some states are moving toward accepting experience as qualifications for teaching.

7. Leadership at state and institutional levels is crucial to program development and implementation. Continuity of leadership and flexibility in program direction are demonstrated in the programs selected for this Guide. The trained administrator who understands the policies and philosophy of his/her institution(s) is an influential force, serving as a role model for the staff as well as for the offender population. The research suggests that continuing education for supervisors to eliminate burnout and to promote staff development is an important factor in maintaining commitment.

8. Private sector involvement in building and managing prisons is becoming a growth industry. The Jack and Ruth Eckerd Foundation in Florida. RCA in Pennsylvania, Behavioral Systems Southwest, Corrections Corporation of America, Palo Duro Private Detention Services, Eclectic Communications, Inc., and Control Data Corporation are all in the business of building and managing prisons for Federal and state governments including medical, educational and food services. The companies hire professionals to run the operations and claim projected cost of "15 to 25% less than government" management. Research indicates that such private hiring practices could eliminate the use of civil services professional staff and could have a powerful impact on the kind of vocational and academic skills programs offered. (State Legislature, April 1984.)

C. Trends

A number of significant trends in vocational education and academic skills appear in the research. They underline new directions in which some state agencies and alternative programs are taking.

ELDERLY PRISONERS

A pilot vocational program for elderly persons is underway in South Carolina. It addresses the issue of handling older persons who can no longer manage the rigors of prison life. Older prisoners may require special consideration by vocational and correctional education planners who develop programs for special populations.

MAINSTREAMING

In Michigan, handicapped and emotionally impaired youthful offenders at Cassidy Lake are mainstreamed into regular education programs to "eliminate stigma and to raise self-esteem." (Dr. John Willsey, Principal of the Cassidy Lake learning Center, January 1985.) This is one of the few corrections programs to use mainstreaming as educational policy. Evaluation could help assess its value to other correctional educators.

TEACHER TRAINING

Special education teachers are being trained to handle multi-categories of youthful offenders to facilitate mainstreaming. In a number of state institutions, like Connecticut, teachers are expanding their teaching skills to handle the regular student body along with those students who suffer from physical or mental impairment.

JOB TRAINING/PRISON INDUSTRIES

Vocational education in correctional settings in Oklahoma, California, Minnesota and Maryland, for example, is coordinated with prison industries - a form of job training. In Phoenix, AZ, Control Data Corporation and the Best Western Motel chain have worked out arrangements for offenders to be trained in hotel skills applying them in the hotel industry.

The passage of the Percy Amendment in 1979, expanded the number of states involved in certified prison industries. This was known as the Justice Systems Improvement Act. The original seven states certified in 1979, have now been expanded to 20 with the establishment of the private sector/Prison Industry Enhancement Certification Program and the passage of the Crime Control Act of 1984.

COMMUNITY COLLEGES

Linkages between community colleges, technical and vocational schools and correctional institutions are rapidly being institutionalized all across the country according to AACJC.* Community colleges now provide vocational curriculum, academic skills training and curriculum, teacher training, special academic programs and, in many cases, the teaching staff, equipment and evaluation services. Interagency agreements govern these relationships, often representing an exchange of services rather than dollars.

*AACJC is the American Association of Community and Junior Colleges

MANDATORY ABE

The Federal Bureau of Prisons is implementing a ninety-day mandatory adult basic education enrollment policy for all inmates who function at less than a sixth-grade level. The State of Maryland has adopted this policy. (See Page _____.)

"HIGH TECH" TRAINING

Computer-assisted instruction for literacy training and computer training vocational programs are quickly being adopted by correctional institutions. CAI for individualized, open-entry/ open-exit coursework is a conventional teaching mode in nearly every state institution. The National Institute on Corrections has just awarded nine grants to correctional institutions for computer training. Computer training is an attractive profession with applicability to the job market. Enrollment increases in these programs demonstrate that interesting professions with strong market value motivate offenders to participate.

GRADUATE PROGRAMS

Teacher preparation and training for correctional education is emerging as an identifiable profession with its own agenda, standards and curriculum. A number of universities, The George Washington University in Washington, DC, the University of Virginia and Southern Illinois University, offer graduate professional courses to teachers of correctional education.

PRIVATE PRISON CONSTRUCTION	Private sector involvement in building and managing correctional institutions could have a serious impact on correctional education, especially on the teaching staff. Private hiring practices could eliminate the use of civil service professional staff, bypassing state regulations. Research should be conducted on the possible impact of these new ventures. (Time to Build? The Realities of Prison Construction, Edna McConnell Clark Foundation 1984).
WORK RELEASE	Work-release programs may reduce the costs of incarceration and provide alternative settings for employment and education. Widely used throughout the country as reintegrative strategy, many such programs link community and correctional institutions into support services.
VOCATIONAL REHABILITATION	State vocational rehabilitation programs are a source of funds and services for handicapped offenders. These funds can be used for educational evaluation and placement. A concerted effort by correctional and vocational educators, as recently demonstrated in Connecticut, is required to eliminate barriers to the use of these funds by correctional educators.
SMALL BUSINESS PROGRAM	In Puerto Rico, a new vocational program has just been introduced. "Marketing and Distribution" is an opportunity for offenders to learn about setting up and managing a small business.

It is coordinated by the Department of Corrections, with the assistance of the Department of Education, the Vocational Education Industrial Program and a selected small business.

Geared toward employment in the economic sector, the program provides "knowledge, attitude and skills needed for self-employment." (Puerto Rico Office of Vocational, Technical and High Skills Education, March 1985.)

PARENTING SKILLS

Corrections education for women offenders today concentrates on child development, parent/child relationships, and single parenting skills, along with vocational and academic skills. At the California Institution for Women, therapy and counseling are included in the educational services, along with special arrangements for parents and children to meet in neutral areas on the prison grounds for counseling.

In New Jersey, the Association on Corrections administers a reintegration program which unites families prior to an offender's release.

MULTI-DISCIPLINARY EVALUATION

The State of Louisiana is experimenting with the use of a multi-disciplinary evaluation team to determine the educational needs of adult offenders. The team is composed of a speech and hearing consultant and a psychological specialist.

During the two weeks' intensive evaluation, candidates are selected for vocational and academic skills programs depending on their potential for employment on release. Educational records are carefully maintained by the institution and the school principal, documenting individual program success. (See also Maryland Program description page 64.)

CURRICULUM REVISION

Wisconsin is undertaking a major overhaul of its vocational education curriculum in correctional institutions to more closely match employment demands in the market place. The state will also review job needs, periodically upgrading the curriculum accordingly. Tying vocational curriculum to employment opportunities is a realistic approach to successful job placement for the offender population.

D. Problems

LACK OF DATA

The lack of information on program impact, participation rates, completion rates, achievement scores or on follow-up studies hampers successful program development. The need for baseline data and for external program evaluation is critical.
One possible evaluation practice may be worth examining. Washington State's Garrett Heyns Education Center (GHEC) is required to conduct an external evaluation every three years. It is mandated in the interagency agreement with the educational provider. GHEC uses a team of evaluation specialists who are paid staff of other correctional and educational institutions. The costs are minimal. The team receives travel and expenses, but no honorarium since they are already state employees. The evaluation is extensive and thorough, resulting in important feedback to the program.

Low-cost or no-cost evaluation designs and procedures can be developed. It is a matter of priorities.

TRAINING SPACE

Adequate training space is a difficult problem. Overcrowding, visibly demonstrated in many institutions recently, (Lorton, VA, and Washington, DC., among other institutions) is a major obstacle to training or educational activities. Expanding prison populations in every state will soon impact on training space requirements, forcing these programs to fend for themselves. Many corrections personnel believe that the time has come to set minimum requirements for education training space by establishing national guidelines with input from vocational education staff and supervisors.

IN-SERVICE TRAINING

Continuing education and in-service training for correctional education administrators should become a requirement. While many universities may not have adequate resources to invest in such refresher training, sound comprehensive programs could be developed in-house by the state education or correctional agency. This has already been tried in some states, Connecticut and Maryland, for example, with great success and could be replicated at little extra cost.

OUTREACH

There is little outreach on the part of state institutions for private or corporate funding to expand the resource base. States may use interagency agreements between and among state agencies to improve program services, but not necessarily to add other program components.

For example, a state like Massachusetts has arrangements with the Department of Education for adult basic education, materials and teachers. It remains for private resources such as those of the Gardiner Howland Shaw Foundation, in Boston, to supply private funds through Project Coach for counseling services and job readiness programs for offenders between the ages of 10-24. The Comprehensive Offender Employment Resource System (COERS), in Boston, uses a combination of resources to assist offenders and ex-offenders re-enter society. The Massachusetts Department of Corrections may refer clients to these programs. It has few re-entry services of its own.

COMMUNITY-BASED PROGRAMS

Community-based programs, like the New Jersey Association on Corrections, the New York Corrections Consortium, and Virginia Cares, in Roanoke, VA, seem to be more successful networking and researching alternative funding sources. These linkages between institutions and community groups and resources will be described in the next section.

V. PROGRAM DESCRIPTIONS

The programs described in this section demonstrate a number of unique characteristics. They were selected because they contain a qualitative balance of program components in these areas:

- different leadership styles
- differentiated training locations
- institutional support
- motivational factors
- new approaches to special populations
- new trends in program design
- program administration and management
- specialized vocational curriculum
- teacher preparation and continuing staff training
- use of multi-funding sources

These components lend color and character to each of these programs. They mark them as innovative.

Over 40 programs were finally reviewed for the Guide. It was difficult to winnow the group down to a manageable selection, because in many areas of the country new ideas are emerging. The final list of 25 represent the best effort to find effective programs which can serve programmatically as models for correctional educators to study and possibly to replicate in institutional or community settings.

The list is divided into: Programs for women; programs for men; and programs for men and women.

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All of the programs demonstrated management commitment and administrative skills.

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Use of Multi-Funding Sources

All of the programs were the result of interagency agreements demonstrating the use of multi-funding sources.

HURON VALLEY WOMEN'S FACILITY
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Ypsilanti, Michigan 48917

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Director of Prison
Services
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A goal of the vocational program at the Huron Valley Women's Facility is to provide the women with opportunities to explore vocations that will lead to employment, while focusing on improving their self-image and survival skills. At present, (May 1985), five vocational courses are included within the education department and offered to the women age 17 and up in this medium security institution. The course offerings are: Small business computers, word processing, clerical arts, food services and graphic arts. Four certified teachers and one teacher's aide administer the courses which are developed in accordance with state certified modules.

A new program, certified with the Department of Labor, Bureau of Apprenticeship Training, is called "Introduction to Building Trades." A committee consisting of key members from the business community and union leaders gives advice on this program. At present, there are 75 students enrolled in the vocational education programs out of a total population of 389.

Interagency agreements exist between the facility and the University of Michigan, Eastern Michigan University and Washtenaw Community College on a contractual basis for implementation of the institution's college and vocational education programs. Funding for the college program is directly appropriated to the community college and all other funding comes through the Michigan Department of Corrections. An active Citizen's Advisory Board and a Superintendent's Forum aid in evaluating and updating the programs at the institution. The inmates, themselves, have a chance to voice their needs and opinions regarding their education through the Superintendent's Forum. Support strategies are offered to the women through job preparedness courses, guidance seminars and group counseling

Program Planning and Philosophy: The goal of the vocational program is to explore traditional and non-traditional vocations and to provide training that will lead to gainful employment upon release. The program also focuses on self-image and survival skills. In order to accomplish these goals, an extensive orientation, testing, counseling, vocational instruction, apprenticeship and on-the-job training program was established. There are two Citizen Advisory Committees that meet with the Superintendent of the facility and staff members quarterly. The Vocational Advisory Committee appointed by the Chief Judge of the U.S. Eastern District of Michigan is made up of women representatives from the business, university, labor and private communities. This group provides expertise and monitors the vocational training program.

The second committee is on Joint Apprenticeship Training and includes representatives from the unions, building trades and academic community. This committee is involved in approving prisoners for acceptance into this program and in monitoring their progress in the following trades: Carpentry, painting, medical secretary and dental assistant. In general, the women must have completed basic education requirements before acceptance into apprenticeship or vocational training programs.

Program Features: This exemplary program for women benefits from the close proximity of several universities whose students complete their field work requirements at the Huron Women's Facility. The Huron Facility's education program is accredited by the North Central Association of Colleges and Schools and by the American Corrections Association. In order to insure parity and uniformity of opportunities and teaching methods, the school principal (who holds an Ed. D.) meets quarterly with 14 other principals from the men's institutions.

Funding: The educational program at the Huron Women's Facility is funded by monies budgeted for the Michigan Department of Corrections from allocations approved by the legislature.

Evaluation: The educational and vocational programs of the facility are evaluated annually by educational administrators from the Central Office of Corrections and a Citizen's Committee. Inspections are routinely carried out by representatives from the Michigan Department of Labor and the State Safety, Education and Training Division. Since most of the women are transferred into the camp program or resident homes and very few are paroled directly from the institution, the administrators of the facility are seldom involved in job placement or follow-up.

The educational programs at the Huron Valley Women's Facility are based on the premise that these programs are among the most important services the institution can provide and that the provision of these academic and vocational skills contributes to the development of an inmate's abilities and to her preparation for a crime-free life upon release.

KENTUCKY CORRECTIONAL INSTITUTION FOR WOMEN
Pee Wee Valley, Kentucky 40056

Mr. Jerry Wagner
Principal
(502) 241-8454

The Kentucky Correctional Institution for Women (KCIW) is a medium/maximum security prison. It offers a number of vocational programs under contract with Kentucky's Department of Education, Office of Vocational Education. The school operates as an extension of the vocational region in which it is located. The principal and teachers are employees of the Office of Vocational Education. Facilities, equipment and curricula meet vocational education standards. Each trade class is designed to be competency-based, offering individualized self-instructional materials which meet the performance objectives and criteria of the Vocational/Technical Education Consortium of States (V-TECS). V-TECS tasks are arranged to fulfill the training necessary for certification in specific trade areas defined by the Dictionary of Occupational Titles (DOT) published by U.S. Department of Labor. Thus, the student can set a specific training goal described in the DOT, complete all of the related tasks and not have to complete additional lessons required for the whole program. Specific entry skills can be mastered without going through all of the skill levels and, conversely, an experienced student can enter the program at her level without going through basics.

A steering committee of vocational, correctional and community representatives meets regularly to coordinate the operation of each program. The committee also sets policy and operational procedures for vocational school coordination within the institution. At KCIW, Job Training Partnership Act (JTPA) funds are used for a special 90-hour curriculum that offers career exploration and planning services to new inmates and employability skills training and job development for inmates nearing release. The program is coordinated by the state vocational program director and is the product of a joint agreement with the State Employment Training Council, Department of Employment Services, the Office of Vocational Education and the Corrections Cabinet.

Program Administration: All vocational education programs in Kentucky's correctional institutions are administered by the Office of Vocational Education under contract to the Corrections Cabinet. Planning for vocational education programs is handled by a steering committee of vocational, corrections and community representatives who meet regularly. Each individual class is supported by organized craft committees which meet in an advocacy capacity to the instructor and help with job placement.

Funding: The programs are funded with federal monies for the disadvantaged and handicapped, matched with state funds at approximately a 60% state and 40% federal breakout.

The Corrections Cabinet operates Adult Basic Education/GED preparatory classes and lifeskills planning at each institution; it offers diagnostic and placement services, a customized "voc-ed" program preparing women for non-traditional careers. by using flexible course scheduling.

Private Sector Involvement: Kentucky, through its craft committees and steering committees, is not only able to plan effectively, but also to involve the private sector as a partner in a comprehensive work skills development program. JTPA funding means that Private Industry Councils are immediately involved in the employability skills training effort. Additionally, employment searches in the community are coordinated with the Department of Employment Services which broadens the base for locating job opportunities.

Short and Long-Term Customized Curriculum: Kentucky's vocational education curriculum recognizes the separate needs of short- and long-term offenders. At KCIW the curriculum for Business and Office Education is based on the V-TECs task lists. The Department of Corrections contracted with the University of Kentucky for specific trade area instructors to write modular curriculum around task analysis and job descriptions prescribed in the DOT to create a flexible curriculum for a short- or long-term sentence. An inmate can reach course completion and certification using this approach. Use of the DOT gives employers job standards and references for determining the specific skills program graduates possess. Kentucky's strong leadership in correctional and vocational education has set clear goals - to provide vocational education for inmates that is related to precise measures and ensure that skills taught can be validated.

MINNESOTA CORRECTIONAL FACILITY **Box 7** **Shakopee, Minnesota 55379**	**Mr. Roger Knudson** **Educational Director** **(612) 445-3717**
HOME ECONOMICS EDUCATION **325 Vocational & Technical** **Education Building** **University of Minnesota** **1954 Buford Avenue** **St. Paul, Minnesota 55108**	**Dr. Ruth G. Thomas** **Head** **(612) 373-1530**

Managing Independent Living is an adult education program designed to help participants develop competencies needed to live independently. The program is based on the premise that the introduction of alternative life styles and independent living skills facilitate economic and emotional self-determination. The program serves female offenders who range in age from 19 to 50. This unique educational plan was initiated in phases from 1972 through 1980, and operates on-site at the correctional institution. The educational services are tied to the vocational offerings in a comprehensive approach and designed to help the women develop reasoning and management skills important for their transition from the institution to the community and for continued survival in the outside world. Community resources are an active part of the program since many facilities within the community are also used for training purposes.

Program Organization and Funding: This program was developed, tested and implemented under joint funding from the U.S. Office of Education (Higher Education Act of 1965, Public Law 94-482, Title I, Part A., Community Service and Continuing Education Program), the Minnesota Department of Education, Dakota County Area Vocational Technical Institute, the Minnesota Correctional Institution for Women at Shakopee and the University of Minnesota Department of Vocational and Technical Education. Representatives from each of these funding sources were involved in the development or monitoring of the program.

In 1981, the program was funded on a continuing basis by the Minnesota State Legislature. It continues to serve female offenders at the Minnesota Correctional Institution for Women.

Program Administration: The program is administered by the Minnesota Correctional Institution for Women. Program managers have backgrounds in education, special education, and social work. The instructor in the program has a bachelor's degree in Home Economics Education.

A program manual containing curriculum, program guidelines, an annotated bibliography and a community resources directory is available. This is ref. #ED 224971, available from the National Center for Research in Vocational Education, 1960 Kenny Road, Columbus, Ohio 43210.

The program is viewed as adaptable for other populations also concerned with a transition to a more independent mode of living. Persons in county-level correctional institutions, in non-residential treatment programs of various kinds and in other community-based programs could benefit from this approach.

Curriculum materials in three areas have been developed: Career and life planning, housing, and consumer goods and services. A decision-making process is incorporated in each of these areas and participants can choose to work in any or all of them.

Special Characteristics: "The Managing Independent Living Program may be viewed as a model in several ways:

- It represents a different approach to affective and cognitive development, drawing from such theoretical bases as efficacy and expectancy theories;
- It represents an educative rather than therapeutic approach to functional and psychological rehabilitation;
- The curriculum model makes explicit the links between abstract concepts and concrete situations;
- It is designed primarily as an individualized instructional approach. As such, individuals work at their own rate on their own goals, and individuals with varying levels of capability can be served;
- It is an approach to developing self-evaluative and other higher level intellectual skills." (Thomas, Journal of Correctional Education, June 1981.)

As part of the Managing Independent Living Program, career decisions and life planning are initiated. While the woman is still in prison, she begins job training at a level appropriate for her current level of skills and in a program appropriate for her career plans. Many of the women attend post-secondary vocational institutions. Some pursue college degrees. Others pursue specialized training programs on-the-job or in other types of institutions. Several of the women also participate in a work-release program in which they are actually employed during the latter months of their incarceration. The transition between the institution and community life is eased by their early inititation into a work role.

The prison, itself, has few job training programs since most of the women obtain such training within the metropolitan area at other institutions or agencies. The prison does run a key punch training program that services many of the women.

The Managing Independent Living Program is offered to women during the final years of their incarceration. They must have earned level four status (the highest level of behavior ratings in the system of four such levels within the institution) in order to be eligible to participate. Most women enter the program approximately three months prior to their release. Some enter as much as a year in advance of release.

The program was given special recognition when it received the first place award in the adult education program category of an "Educational Programs to Teach Reasoning as the Fourth R Awards Program" sponsored by the Joint Council on Economic Education in New York, in May 1982.

The uniqueness of the program is due to the coordinated, cooperative efforts of a state correctional institution, the University, the State Education Department and a post-secondary vocational institute in developing and implementing the program. Another unique feature is the interdisciplinary input from the educational sector (home economics education, vocational education, special needs education, higher education, adult education), and the social work sector. This joint enterprise provides a rich base of perspectives and experience from which to develop a well-rounded program that could meet the needs of incarcerated women.

NEBRASKA CENTER FOR WOMEN
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The Nebraska Center for Women is a open-entry and exit program operating out of a small institution (total capacity 76) for women offenders in Nebraska. The average age of the inmate is 29. Its stated aim is to give the women skills for entering the job market and to expand their personal knowledge base so that they may return to society as productive and law-abiding citizens. This program, in existence since 1979, provides training for inmates at all security levels and encompasses a total career education program. The existence of the educational program is mandated by state law.

Program Description: The program at the Nebraska Center is an individualized adult basic/ secondary education program providing the backbone for all other programs at the institution. Eighty to 90 percent of the total prison population is involved in education programs each month. It is registered with the Department of Labor, Bureau of Apprenticeship Training and formal linkages exist between all program activities. Apprenticeship training is offered in the areas of maintenance, painting, cooking, baking and industrial housekeeping (janitor). Additionally, a clerical program is offered in an independent study environment leading to certification in 15 areas, including file clerk, word processor, keypunch operator, business machines operator, secretary (from entry level to executive), and reservations agent.

Four full-time teachers, along with six volunteer tutors and four aides and guest program presenters staff the program. All staff attend a minimum of three hours training per month. The Center offers many support services to the offender such as parenting skills and life skills, and counseling group sessions. This educational arrangement is characterized by good coordination, cooperation and community involvement.

The Nebraska Center for Women is the smallest facility in the U.S. to have an apprenticeship program. This apprenticeship component is supported by a five-member advisory committee selected from the community.

The adult basic education program was chosen by the Literacy Council of America (1984) as one of the three best corrections literacy programs in the country.

Funding: Funding is provided through the State Adult Education Department, as well as the Corrections Department.

Evaluation: There is an annual in-house evaluation of the program as well as an external evaluation every three years by an outside source with expertise in specific subject areas and by the Corrections Association.

COMPUTER PROCESSING INSTITUTE
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East Hartford, Connecticut 06018

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Marketing Director
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(203) 282-0721

A one-year joint venture between the Computer Processing Institute (CPI) and the Connecticut Department of Corrections was initiated in March 1984. Implementation of this pilot project followed months of joint planning and negotiating with representatives of the State Job Training Coordinating Council and the Connecticut Department of Labor for funds under the Job Training Partnership Act (JTPA). These planning sessions resulted in the formation of a training program for inmates scheduled for release within a year and who had demonstrated an interest and aptitude in computer skills training. Applicants from all the state's institutions were carefully screened for program admittance. Two specialized instructional programs were offered to these selected inmates - electronic technology and computer operations.

The program required the Department of Corrections to assemble the students in special quarters in Enfield, bus them to and from CPI, and to provide a supportive environment. The classes were scheduled from 11 P.M. to 5 A.M. - hours when the regular school program was not in session. Many of the CPI staff volunteered to teach this special program at this unusual shift. Six hundred hours to 900 hours of classroom instruction and laboratory work were required of the students. Diplomas were awarded upon successful completion of the program and pre-release counseling and job placement were offered to the student. The successful students were released to supervised community half-way houses to pursue their employment objectives.

Purpose and Objective: The purpose of this experimental job training program was to provide to the offenders meaningful training for high demand careers while they were still in prison. The program reflected "a pioneering effort designed to give offenders new job skills as they re-enter society, skills that will keep them off the street and away from the temptations of crime." (The Business Times, vol. 6, #3, September 1984).

The program received enthusiastic response from the inmates. More than 200 applied for 50 slots. Those selected were screened and tested for I.Q., aptitude and enthusiasm by the state and the school. The inmates felt the program gave them dignity, self-confidence, and respect as well as marketable skills. In addition to the job skills acquired, the men learned techniques in resume' writing and in job interviews. There were two instructors per class, plus a lab instructor. The Institute has a reputation for excellence for its program and its job placement.

Funding: The pilot project, including two classes in electronic technology and computer operations, was funded by JTPA monies with the Institute covering 40% of the tuition which ranges from $3,000 - $5,000. The program offered a federal employment tax credit and had a special bonding program. Other potential sources of funding are now being explored for program continuity, as well as for a separate facility for women.

Follow-Up Study Data (Preliminary): The first classes were graduated in August and October, 1984. Fifty inmates started in the program and of this number, 33 completed required coursework, with all but one being released upon graduation. Twenty-eight were successfully placed in jobs. This represented a 50% placement rate. An informal follow-up arrangement is in effect between the school administration and the graduates. Data on program success will not be available for at least two years, since follow-up studies are still in progress.

DIVISION OF YOUTH SERVICES
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Denver, Colorado 80236-3195

Mr. Orlando L. Martinez
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MOUNT VIEW SCHOOL
3900 South Carr Street
Denver, Colorado 80235

Mr. Gerald Adamek
Director
(303) 986-2277

The Division of Youth Services in Colorado has identified two critical needs for intervention with delinquent youths sentenced to institutions -- employment training and education. Feeling that these youths need to be integrated into existing community-based support structures, close linkages were worked out to provide them with job readiness skills and vocational training classes. A special program was set up at the Mount View School and called the Community Oriented Remotivation (COR) Workshop. A strong interagency agreement between the Division of Mental Health and the Division of Youth Services governs the program. Both agencies have demonstrated an ability to share resources and jointly solve problems common to both. According to this unique working arrangement, the COR program is currently located on the grounds of Mount View School, an institution for juvenile offenders.

In an effort to solve serious program problems regarding quality vocational offerings for incarcerated youth due to inadequate job readiness skills, the need for a more effective remotivation process was apparent. At the same time, the Fort Logan Mental Health Center's sheltered workshop was required to relocate. As a result, in Spring 1982, the COR Workshop program was developed on the grounds of the school. Each division had the resources the other lacked. An integrated program was designed to serve both populations who had the same demonstrated needs but dissimilar problems. The Mental Health Center had the expertise and resources needed to develop a sheltered workshop and the school had the manpower and physical facilities to support and supplement such a facility. Both the outpatients from the Mental Health Center and the students from the school are working and learning in a setting that is realistic to all. Both groups are supervised closely for job readiness and in classroom work.

Planning: This project began in Summer 1982, resulting from the combined efforts of the two agencies to solve serious problems besetting both groups. A mutually beneficial plan was adopted and the unique problems inherent in integrating these two special populations were addressed.

Implementation of Program: Contractual arrangements have been made with several Colorado firms for piecework. Employees are trained to perform the necessary job-related duties and are supervised directly for job performance by employees of both institutions. The workers do an assortment of jobs from stuffing envelopes, to packing or removing used tapes from cassettes.

Complemented by the vocational training classes available at Mount View School, students are also taught the various job readiness skills necessary to secure and maintain a position. In the workshop setting, if a student fails, his return can be negotiated with appropriate counseling and support. Through this unique interagency agreement, Mount View School students are able to fill a double need -- for vocational services and job placement and readiness skills.

Funding: Funding is provided by the Division of Mental Health and the Division of Youth Services. Each student can earn a minimum wage based on piece work production. The money is placed in student trust funds for personal needs, future emancipation or to satisfy court-ordered restitution to victims.

GARRETT HEYNS EDUCATION CENTER
Washington Corrections Center
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The Washington Corrections Center was conceived as an adult male corrections facility with the Garrett Heyns Education Center as its location and education as its chief program when it opened in 1965. The program has been operating since 1975, under an interagency agreement between Community College District 12 and the Department of Corrections. It is a branch campus of Centralia College and is accredited by the Northwest Association of Secondary and Higher Schools. The center currently houses approximately 800 adult male offenders. Approximately 425 inmates attend school each quarter. The average age of the inmate population is 22 years and the average stay is almost two years.

Interagency Agreement and Program: The interagency agreement calls for the following priorities for educational services: Basic education, high school/GED, vocational programs and college transfer programs. The agreement requires a minimum of 6,500 academic hours, 16,000 vocational training hours and 1,200 academic and vocational counseling hours. The high school program includes eight major course areas supplemented with electives from additional disciplines. The vocational program includes 12 different subject categories. The Center employs 12 full-time faculty members and two part-time faculty members, all fully certified. There is a full-time counselor, a part-time Chapter I counselor and a Jobs Training Partnership Act Coordinator. The federal ABE Program funds two part-time basic education instructors in addition to the regular staff. These instructors are scheduled to work evenings and provide basic education for those inmates whose institutional assignment does not allow regular school attendance.

The program uses flexible program scheduling techniques in order to accommodate newly arriving and potential transfer students. All certificates, degrees and diplomas from the Garrett Heyns Education Center are awarded by Community College District 12 and are fully transferable to other accredited institutions. The Center is subjected to rigorous evaluation procedures on a three-year cycle by corrections and education personnel. Its programs are also scrutinized as part of the Association of Secondary and Higher Schools evaluative procedure which is on a ten-year cycle.

All vocational programs have volunteer advisory committees consisting of qualified industry representatives. The Community College District has an aggressive Professional Improvement Program geared to encourage updating skills and knowledge for all instructors.

Policy and Philosophy: The Garrett Heyns Education Center operates under a policy and philosophy which emphasizes its role in developing social and survival skills in addition to its commitment to academic excellence. Its philosophy articulates specific roles for the institution, education center faculty and students toward the goal of synthesizing academic skills and social responsibility. The Center provides a structured response to the needs of its students and is responsive to individual requirements and needs of the resident population. The inmates are immersed in a disciplined atmosphere where they develop study skills, attitudes and confidence for successful living. One-on-one tutoring, a diagnostic testing program and continuing class sessions help in the identification of these skills. The Center maintains an extensive general and law library collection and a media center equipped with audiovisual aids and materials. Students can also take advantage of local educational TV programming.

J.F. INGRAM STATE TECHNICAL INSTITUTE
P.O. Box 209
Deatsville, Alabama 37022

Dr. Murry C. Gregg
President
(205) 287-5177

The J.F. Ingram State Technical Institute is an accredited state-supported, post-secondary school created by the Alabama legislature in 1965. This institution functions exclusively in correctional education. The main campus is at Deatsville, in facilities constructed for this purpose. Additional programs exist at seven other facilities throughout the state.

The Institute offers 22 courses and employs 37 instructors. The population consists of students from 57 counties in the State. The program provides training to inmates at all security levels and specializes in "hands on" and live work experience, together with a related instructional program. The Institute is accredited by the Southern Association of Colleges and Schools. The formal purpose of the institution "is to provide training to incarcerated individuals for employment in trade or technical occupations or other career fields." (p.17 - Rice Report.) In view of this, the program features extensive counseling and diagnostic services as well as basic education related to each trade area. The J.F. Ingram program reflects a cooperative working arrangement with several agencies and institutions. The program is modularized, individualized and competency-based with scheduled training periods each day. Certificates of achievement and diplomas are awarded to the students. The facilities, equipment, materials and curriculum are constantly subject to evaluation and updating. The student population is approximately 93% male and 7% female. These percentages are about the same for the overall prison population. There is only one prison for women in the state (Julia Tutwiler Prison).

Program Planning: This college, founded in 1965, has attained a level of excellence in the field of correctional education and in 1980, was named as one of the ten most successful programs in the U.S. The quality of instruction, effectiveness and design of the programs are beginning to set new standards for others to follow. "The purpose of the J.F. Ingram Technical Institute is to provide selected individuals incarcerated in Alabama prisons with a quality vocational-technical educational opportunity -- an opportunity designed to help institutionalized adults qualify for employment and/or advancement in an occupation in the free world." (Institute Catalogue.) The program aims to aid in the intellectual and social development of the student, in addition to job preparedness. The goal is to see the inmates as students - people in the process of change. There is constant high demand among the inmate population for assignment to the program. The college has an enrollment of over 1,300 students from nine major adult correctional institutions.

Program Organizations: General advisory and craft advisory committees, as well as a committee of school personnel, monitor the program and training situtations attempting to replicate the work world. Courses are offered in basic education, GED and related occupational skills. Each instructor has a completed competency checklist which details each task a student must master to complete a particular course. It is an open-entry, open-exit, totally individualized program. The Institute offers courses in subject areas from automotive repair to welding, taught by highly-trained educators.

Special Features: The continuous and strong leadership of the school's President and the capable and progressive staff have added to the exemplary status of this institution. Recent innovations, including the equipping of a video lab (with a grant from the National Institute of Corrections) as well as the addition of a computer lab for computer-assisted instruction have increased the College's teaching capability.

Funding: Funding comes primarily from the State Board of Education and its two-year college system, as well as from the receipts for the performance of live work assignments. Additional sources of funding are being explored as well as the possibility of establishing a foundation.

MONTANA STATE PRISON
Box 7
Deer Lodge, Montana 59722

Mr. John Jaksha
Director of Education
(406) 846-1320

Mr. Mike Mahoney
Training Supervisor
Corrections Division
Department of
Institutions
(406) 444-4910

Montana State Prison and the College of Great Falls (CGF) have initiated a teleconferencing post-secondary vocational program which offers to the offender a variety of course studies directed towards Associate or B.S. degree candidacy. This program is called the CGF TELECOM program and has been in existence since 1981. It averages approximately nine students per semester.

Through the use of a unique combination of telephone and television/(VCR) capabilities, offenders have access to an educational program that provides flexible scheduling and is compatible with recognized security requirements. Each student enrolled has an option of 17 to 20, three-semester credit offerings each term. Students also enjoy involvement in actual classes since the program includes 16 teleconference sites around the state. This program provides an education that is of comparable quality to that obtained on campus. The CGF TELECOM program is offered only at the Deer Lodge Facility, a maximum security facility for male offenders. The offender can obtain college credit leading to degrees in seven fields including vocational training in data processing and firefighting technology.

Program Planning and Administration: The support for the TELECOM course is provided by both the site coordinator and the TELECOM staff at the College of Great Falls who manage a two-part study activity; one video taped lecture and one on-line teleconference lecture each week per class offering. Both lectures are different and students are advised to be in attendance for both activities. The video taped lecture can be viewed through the use of flexible site arrangements. The on-line teleconference is scheduled for a primary and a repeat time in order to alleviate possible schedule conflicts. They are set up in special learning areas within the prison. (Both on-line sessions, Primary and Repeat, address the same topic.)

Special Features: The video-taped lecture is made by the instructor in advance of each on-line class lecture and becomes available for viewing on VCR/TV at respective TELECOM sites. Each week, at a time convenient for the student, the student views the appropriate tape and performs necessary research before the on-line class lecture. Flexible class scheduling allows the student to attend after regular prison activities.

Through the use of telephone conferencing, the student is connected with the instructor on campus as well as with the students in the other TELECOM sites throughout the state, providing direct communication with the instructor and fellow students. During the on-line session the instructor will give a topical lecture as well as answer questions and lead discussion with the student body. This enables the student to handle problem-solving situations through lectures and discussions.

Throughout the semester, instructors make handouts or other special supplementary materials available to the students either by direct mail or through the site coordinator. Respective student assignments and proctored examinations are similarly arranged.

Funding: The program at the prison was structured so that it would operate at very little expense to the institution. The inmates use the following resources to cover the cost of tuition:

1. Department of Education, Pell Grants.
2. Personal resources through family assistance.
3. Specified governmental resources (such as Bureau of Indian Affairs).

OREGON STATE PENITENTIARY
2605 State Street
Salem, Oregon 97310

Mr. Charles Keaton
Education Programs Manager
(503) 378-2454

Mr. Tony Crowley
Director of Vocational Education
(503) 378-2217

Nine vocational programs are offered at the Oregon State Penitentiary (OSP) through vocational-technical education and 14 training areas are offered in the apprenticeship program, making this one of the largest prison programs in the country. In addition to skill training, the program includes career counseling, academic counseling, academic and remedial education, testing and diagnosis, and training in prison industries, maintenance and services. All are coordinated in a single comprehensive vocational training effort.

Oregon State is a maximum security prison with constructive time-use for its inmates. By training workers for prison industries as well as for maintenance and service operations, the prison community is involved in positive rehabilitation. Intensive counseling is a vital component in the treatment plan. Academic and vocational counseling work hand in hand to provide a useful framework for the inmate. Careful management guarantees reasonable vocational technical preparation. Successful performance is geared to an individual's capabilities rather than to unreasonable expectations. Advisory committees for each trade area are used to review curriculum and equipment as well as to assist in job placement.

Program Goals and Administration: The goals of the Oregon Department of Human Resources, Corrections Division, are to recognize that inmates are persons who have basic human needs and that an investment of time and money on their behalf is a worthwhile policy. The Department is aware that meeting the needs of the inmate means there must be an array of services available within the prison treatment setting. The vocational education program has been designed to emphasize a variety of options, assisting students to develop personal and professional competence for the benefit of OSP and for self-actualization. The program actively involves inmates in constructive time-use, either by training workers for prison industries, maintenance of the institution, services within the institution, job training through vocational education or academic skill preparation.

Administratively, the prison relies on its constitutional mandate for the provision of education services. This is a department within the Division of Corrections, a component of the Department of Human Services. The Department is directly concerned with all the education programs in each Oregon institution. Education is viewed as equal to the other work programs and is recognized throughout the system as having potential for long-term gain.

Program Planning: Planning for the program requires coordination and cooperation at all levels. The warden, state agencies, community colleges, the Bureau of Labor and volunteer resources work in tandem to make the program operate successfully. Community advisory committees for each of the trade areas and apprenticeships meet to discuss the problems and goals of the program and to make appropriate recommendations on the needs of the trainees and industries. These committees also recommend new curricula, new types of equipment, new teaching techniques or technologies along with community projects that would benefit institutional vocational education programs. They also assist in assessing labor needs for employment data as well and the Joint Corrections Planning and Development Team adds to the planning process. The Team meets to examine the needs of the entire correctional system as they relate to education and training. It looks at community needs, inmate characteristics and teaching methods to suggest program changes. Instructional staff also impacts on planning. Instructors contribute suggestions or recommendations on curriculum modification or deletion.

Program Funding: In Oregon, the Department of Education allocates state funds for curriculum development and for vocational training. Volunteer resources in the form of advisory committees are a major support arm to the program. Without volunteer assistance, the program could not function successfully. Volunteers are recruited by the instructors to assist them in course design, curriculum methods and equipment. Instructors also work with other state agencies to obtain current equipment for use in the vocational program. For example, instructors teaching auto mechanics or auto body repair have informal arrangements with the Department of Transportation to obtain 1985 models for auto mechanics classes.

Program Organization: Oregon's approach to program organization is largely decentralized. Each program instructor plays an "expert" role in curriculum development. Instructors work cooperatively with the trade advisory committees in setting program goals and standards.

Prisoner Motivation: The Oregon State Penitentiary handles the problems of prison motivation in its institutional training programs in a number of ways -- small classes with open entry/-exit formats; personal attention by instructors; current equipment and separate training facilities and comprehensive programming. The governing philosophy is that Oregon's vocational courses stress attitude, attendance, and the importance of each person as a wholesome and complete human being. The program also stresses motivation, participation, performance, personal hygiene and personal awareness. All of these factors make up Oregon's holistic approach to vocational training.

OUACHITA VO-TECH TRAINING CENTER	**Mr. Eldred Chronister**
Star Route Box 68	**Director**
Hodgens, Oklahoma 74939	**(918) 653-4826**

The Ouachita Vo-Tech Training Center for male offenders is under the supervision of the Oklahoma State Department of Vocational and Technical Education. Two other agencies, the Department of Corrections and the Oklahoma State Employment Service, work in close cooperation with the training center. Offenders entering the program must have minimum security classification, and expressed an interest in occupational skill training and be within a year of discharge. Skill training is offered in nine occupational areas and there are 26 full-time staff.

Program Features: The Training Center has been in existence since February 1971, and is located on the north edge of Ouachita National Forest in Southeastern Oklahoma. Training is geared to real-life work experience, coupling vocational courses with on-the-job training. Enrollees are involved in hands-on training at the Center and in the nearby community. To date, the masonry program assisted in the construction (brick, cement, and finish work) of one complete 85 unit cell house; 45 unit cell house; a new basic education building; a new auto body building; and a new laundry building and various small projects such as sidewalks and concrete slabs on which machines were placed. Through its auto body repair and auto mechanics programs, Ouachita Vo-Tech maintains all local Department of Corrections vehicles, plus several from the Architecture and Engineering Division and other Department of Corrections state-owned vehicles from throughout the state. Diesel mechanics courses are included in this training. The masonry class continues to be involved in off-campus work projects for the city of Heavener. The inmates are presently working on sewer manholes and have constructed sidewalks, ramps for the handicapped and beautification boxes at various sites in the city. The school and the local Department of Corrections have received favorable public relations from these activities which would not have been possible without interagency cooperation. Other vocational training includes: Air conditioning, machine shop production and welding.

Other Resources: Outside resources which support the institution include Volunteers in Corrections; On the Bricks, Inc.; Oklahoma Halfway House and the Bureau of Indian Affairs. These organizations assist in employment, provide counseling and work closely with the inmates throughout their stay.

Program Planning: Programs for all of Oklahoma's penal institutions are planned by the Department of Corrections with the planning and research division of the Department of Vocational Technical Education. The team prepares a program plan with the assistance of trade committees which add recommendations on new methods and labor trends.

Program Funding: Ouachita's vocational training programs are funded through state vocational allocations. Job Training Partnership Act (JTPA) funds are used for the counseling components and state adult basic education dollars are earmarked for academic skills courses.

Program Organization: The development of new courses and teaching methodologies is handled through in-service training for instructors. Oklahoma's vocational training classes are taught by skilled personnel who are masters in their trades. Additional curriculum is prepared in competency-based modules and used in the in-service training preparation.

Coordination of Classroom and Practical Work: The goal of this educational program is to create a positive learning experience that will assure the development of vocational skills, the achievement of a sense of personal worth and the preparation of a trainee for return to society as an employable, productive person. Through its coordination of classroom training to practical work experience, both inside and outside the Ouachita Vo-Tech Training Center, students at the Center will be ready for release, parole or work-release at or near the time of program completion. Students become thoroughly familiar with the world of work since they spend six hours a day (8:00 a.m. until 3:00 p.m.), five days a week in training either at the Center or in the community. A minimum of four hours a day is spent in mathematics or basic reading skill training. Students also have an opportunity to undertake GED preparation. Pre-vocational and pre-job programs which cover lifeskills management are offered for an 18-hour period during residency.

Institutional Rewards: The combined vocational and academic skills training courses are structured as institutional rewards at Ouachita. No trainee can be idle, since a prospective student must express interest in occupational skill training. Furthermore, students receive incentive payments of $10.00 per week for completing a full week (5 days) of training. The purpose of the incentive payment is to "bridge the gap" from the time of release until an individual receives his first paycheck. Ouachita seeks to prepare inmates for gainful employment by combining classroom, real-work experience, counseling and income maintenance into a micro-work setting. Reinforcing the training mode, the Department of Corrections State Board, on December 20, 1984, presented the Ouachita masonry instructor with a resolution commending him and his students for all the help they provided in constructing new buildings for the Department of Corrections.

**SOUTH CAROLINA DEPARTMENT
OF CORRECTIONS**
State Park Correctional Center
P.O. Box 98
State Park, South Carolina 29147

Ms. Judy C. Anderson
Warden
(803) 758-4567

A specially designed program for elderly and/or handicapped male and female offenders (usually age 55 and over) is located at the State Park Correctional Center, outside of Columbia, South Carolina. The purpose of this program is to provide the inmates with activities and skills that are vocationally oriented so that they may be able to work part-time. The program started in January 1984, and is housed on the grounds of a large complex, along with the Women's Work Release Unit and four other state agencies. As of February 1985, the population of this geriatric unit totalled 90 - 85 men and five women. A staff of nurses, correctional officers and social workers work with the older inmates who have "specialized needs, but often only limited attention, understanding or resources devoted to them" (Morton and Anderson, December 1983), in the traditional institution. In view of this, the program was designed to provide the inmate with educational and/or meaningful work experiences.

Volunteers from the community and student interns are used frequently to augment this program. Curriculum and instruction are primarily related to crafts or leisure time activities, with the major focus at this time on horticulture therapy. The program is under the direction of trained horticulture and recreation therapists sensitive to the needs of the elderly and handicapped and interested in training them in skills they can use in real life situations. Admission to this unit requires a medical recommendation. Then, an ad hoc committee, composed of representatives from several state agencies, screens candidates to determine those meeting the eligibility requirements.

Funding: This unit is administered and funded by the Department of Corrections. Because the program is so new, linkages between it and other social agencies are still on an informal basis. The program has the commitment of the State Commissioner of Corrections.

STILLWATER DATA PROCESSING
SYSTEMS, INC.
P.O. Box 55
Stillwater, Minnesota 55082

Mr. Donald Richards
(612) 439-3930

The industrial program at the Minnesota Correctional Facility, Stillwater, Minnesota, aims to be a close parallel to the "real world". In an effort to simulate this environment, Stillwater Data Processing Systems. Inc. operates a private, non-profit corporation to provide contract computer services to the private sector. Its goal is to provide employment opportunities in data processing to inmates in a maximum security institution. According to Company President Donald Richards: "This exemplary program is the only one of its kind in the country -- that is, a private industry within prison walls providing high-tech training and employment opportunities to inmates." This program has been operational since December 1974, with the first contracts awarded in February 1975. The Company has a board of advisors consisting of individuals from the business and labor communities, with one inmate representative with a voice but not a vote, because of state law restrictions.

The Company rents space from the state to operate its facility at the institution. The data processing company is housed in 2,000 square feet of space remodeled to suit its needs within the institution. Ten to 18 inmates are involved in the program at most times -- with a staff of four consisting of one full-time staff person and three individuals on contract. The program offers "idle inmates a chance to develop skills, work in a real-world situation -- and to gain experience which will enable them to find good jobs upon their release." (Login Data Base, 1984.)

Program Organization: This program offers inmates on-the-job training and vocational education in skills that can be put to use in a real-work environment. In order to be accepted into the program, the inmate must already have completed certain courses in programming and then must complete a more intensified course of study. Currently, there is an ongoing three-month training program in programming, including structured COBOL design and Report Writer. Plans are underway to expand this course. There is a formal syllabus, text and a self-study guide. There are also two-hour formal class lectures, twice a week. At present, the Company is trying to obtain official accreditation from the State Vocational Education Department in Minnesota.

Selection/Performance/Motivation: Inmates selected for the program are subjected to a four-tiered interview process and must have a clean record within the last six months, have at least 12-15 months to serve on their sentence and may not have been convicted of computer fraud. There are no age limits but the inmate must have the equivalent of a high school degree and is required to undergo pre-training administered by the company.

The first training class sponsored by SDPSI started in February 1985. To gain the necessary skills and confidence for satisfactory post-release job placement, the inmate must remain in the program 12-15 months.

In an attempt to replicate a real-work environment as far as possible, applicants apply for work from listings in the prison paper and on closed circuit TV. Once hired, the inmates work an eight-hour day, starting at the minimum wage, with the possibility of earning a top wage of more than $7.50 an hour and are subjected to traditional hire/fire procedures. There are no guards in the workshop and workers accrue vacation pay which is awarded upon release, and pay taxes. They are allowed to make up time lost during lockdown situations, to the extent that on occasion incomplete work is delivered to them in their cells.

Special Features: The Company provides custom programming and software development and maintenance, bringing private industry to the institution and preparing the offender for employment in high-tech fields upon release. Every effort is made to help the offender find employment upon his release. Pre-release programs and services are available to him.

So far, follow-up data show that out of a total of 24 inmates successfully completing the program who had been with it 12 months or more, one returned to prison, 22 are still actively employed in the data processing field and one is employed in another field.

The Company also operates a facility at the Stillwater Minimum Security facility and has leased space and plans a program at the Lino Lakes, Minnesota, facility. Mr. Richards indicates that the program has been well-received by prison officials and inmates, as well as by the neighboring community. The operations of the company do not impact on outside jobs in the area since the work done at the prison is mostly overload, completing work that other companies cannot accommodate.

Funding: The program at Stillwater Data Processing Inc. was established with the help of $55,000 in grants from private foundations and with the guidance of a Board of Advisors from the business and labor community. It was set up as a non-profit corporation so that proceeds could be channeled into expanding the Company or creating new industries.

UNIFIED SCHOOL DISTRICT # 1
Department of Corrections
340 Capitol Avenue
Hartford, Connecticut 06106

Mr. Ronald F. Napper
Vocational Education Director
(203) 566-3763

A creative Animal Grooming Program was instituted in 1984, at the Connecticut Correctional Institution in Enfield, a minimum security institution for men, 21 and older. This program, which deals with the care of dogs, provides practical "hands on" laboratory experience as well as classroom instruction. The program operates seven hours a day, five days per week and takes about eight months to complete. Emphasis is placed on all-breed grooming, proper utilization and maintenance of grooming equipment, animal management, animal health care and kennel management. Upon successful completion of the course, the student receives a State of Connecticut Certificate of Achievement.

The Animal Grooming Program was developed by the Connecticut Department of Corrections in cooperation with the Connecticut Department of Education. The program at the Enfield Institution meets all State Department of Education requirements as do all educational programs in the Unified School District.

Cooperative Agreement: Connecticut's Department on Aging and the Department of Corrections have joined in a cooperative agreement on this program. As a result of this agreement, grooming services are offered free of charge to elderly persons who own dogs in the towns of Enfield and Somers. It is the only program of its kind taught by the Connecticut School District and one of two known programs of this type throughout the country. The aim of the program, in addition to providing the student with a marketable skill, is to help the student develop a feeling of pride in his work, himself, his surroundings and in the care of animals.

Student Selection: Students who volunteer for the program are selected by means of formal and informal assessment, which considers test results, job experience and length of stay in an institution. They can obtain employment assistance through the Department of Corrections pre-release programs, agencies under contract to the Department of Corrections and the Department of Labor's job service division.

Funding: Funds to purchase equipment were obtained from Federal vocational programs. The dog grooming program is one of six vocational education programs offered at the Enfield facility and is taught by a skilled and trained instructor, who will assist students in job placement. Enrollment averages about 30 inmates.

WALLKILL CORRECTIONAL FACILITY
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Dr. Cecil E. Canton
Assistant Commissioner
Program Services
Department Services
State Office Building
Campus
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An unusual and creative vocational education program was inaugurated in April 1984, at Wallkill Correctional Facility in New York. This is a medium security prison for carefully selected male offenders whose "stability, maturity, personality characteristics and seriousness of purpose indicate they can profit from the special program and open environment." (American Correctional Association Directory, 1983). This new program, containing 21 curriculum modules designed for individualized instruction, is geared to training inmates, in horse grooming and stable maintenance. Side benefits of the mutually beneficial program are apparent to the animal and the inmates offering each a "second chance". The animal is saved from extinction and the inmate, in learning about the care and grooming of thoroughbred race horses, is acquiring a marketable skill.

At present, ten men are enrolled in the program with about 12 on the waiting list. These men have either completed requirements for the GED or are currently enrolled in academic programs. A prescribed instructional program, under the direction of a specially trained teacher and instructional aides, is coordinated with the other educational programs in the institution. The thoroughbred training project is implemented through a cooperative agreement with the Thoroughbred Retirement Foundation (TRF), a private group. The inmates also gained additional skills by successfully rehabilitating an old cattle barn for this program. The renovation project required skills and vocational training in construction, plumbing, electricity, masonry and carpentry as well as landscaping and grounds maintenance.

The men involved in the training project will be given consideration for employment either at private horse farms or racetracks upon their successful completion of the institutional project.

Program Background: This program fills a need on the part of the offenders for a creative and practical use of their time. It fortifies the offender with an unusual combination of training skills - horse grooming and stable and grounds maintenance as well as construction skills. It also demonstrates an unusual cooperative agreement between a corrections institution and a private foundation.

The purpose of the Thoroughbred Retirement Foundation (TRF) is to establish a peaceful retirement home at the Correctional Facility in Wallkill for the many older race horses with no where to go. "With the State of New York as a partner, the horses are housed on prison property and cared for by inmates as part of an educational rehabilitation program of tremendous mutual benefit to both man and beast." (The TRF News, November, 1984). In this pilot project, the Foundation hopes to inspire the Wallkill inmates, who, by caring for these horses, will be learning skills for future employment. The money given to the Foundation does double duty... helping the horses and the inmates. According to Mr. Len Portuondo, Superintendent of Programs at the facility, inquiries about the formation and development of this project are coming in from all over the country.

Implementation of the program has resulted in the positive use of the available land at the facility (currently about 120 acres) as well as the rehabilitation of the aging horses and a practical application for the inmates' skills.

The idea for the program originated with Senator Howard Nolan (New York) and individuals at the Saratoga Springs, NY, Race Track, all of whom are on the board of TRF. These board members asked the State of New York and the Commissioner of Corrections to locate an appropriate facility for such a program. The facility at Wallkill, situated in a community about 65-70 miles from New York City, was identified as the appropriate setting for the prototype project, because of its rural setting, available acreage and its security classification.

Selection/Motivation of Offenders: The men accepted into the thoroughbred training project must have certain types of security clearance. They are taken from the institution to the farm daily where they are involved in a six-hour work and training day, seven days a week under the direction of a trained supervisor, on the payroll of the TRF. The men are kept under security while working on the farm.

The program is still in its developmental phase. Curriculum is not yet completed and classroom instruction is still experimental. The Superintendent of Programs hopes to develop a series of lectures for the inmates which would include outside resources such as veterinarians, blacksmiths, and persons from the racing community.

Program Plans: The next phase will include the rehabilitation of 18-24 additional horses and the major renovation of a much larger barn, as well as cultivation of many additional acres.

Funding: Funding for the project comes from the Thoroughbred Retirement Foundation and from the State of New York.

FLORIDA DEPARTMENT OF CORRECTIONS (904) 488-2288
Life Skills Program
1311 Winewood Boulevard
Tallahassee, Florida 32301

The Bureau of Education Services within the Florida Department of Corrections is a unit of the Health and Education Program Office and is one of the most completely developed correctional education programs in the nation. This unit is administratively directed by the Assistant Secretary for Programs. "The purpose of the Bureau is to act in a consultative role providing technical assistance, leadership and direction for the implementation and operation of education programs in all major institutions, vocational centers and community facilities." (Education Programs - Florida Department of Corrections, October 1983.) All of the education programs in the Department function as an integral part of the rehabilitative process. In an effort to stress the dignity and worth of every individual committed to its care, the Department provides programs and experiences that will enable an individual to restructure his or her own life and return to the community as a productive citizen. One example of this is the development of the Life Skills Program - a systematic training program designed to produce adjusted citizens.

Design and Philosophy of Program: The program was developed cooperatively by the Department of Corrections and the Division of Community Colleges to be offered to inmates in correctional institutions. The overview module was designed for inmates soon after their arrival at their first assigned institution.

In 1979, the program was field tested by four community colleges and valuable feedback was given by male and female inmate participants. It consists of 45 hours centered around seven units. Additional modules were developed:

Advanced Modules

Pre-Release Modules

Work-Release Modules

Parole Modules

Probation Modules

The Life Skills Program is a series of experiences to assist participants in dealing with their own behavior and taking a long hard look at themselves. It is taught by community college instructors and allows opportunities for experiences in personal goal-setting, problem-solving, interpersonal communications, relationships and other skills necessary for successful living. It uses a group format to promote human relations and draws its methods and curriculum from the "state-of-the-art" of human relations training programs. The main goal is to train offenders directly in the skills they need for effective living.

The training modules require that a facilitator deliver the courses, therefore, careful efforts are made to choose facilitators with specific attitudes and qualities.

By late 1980, the Life Skills Program was implemented at nearly every major correctional institution in Florida. By Janaury 1984, the program had been insitutionalized within the Florida Department of Corrections. A task force has been set up to monitor the implementation of the program. "The long range plan of the Task Force is to provide a sequence of modules that can follow an offender through the process of supervision on probation or through incarceration to parole." (Journal of Correctional Education, June 1984.)

In 1983, the Governor and the Secretary of the Department of Corrections established a Council of Correctional Education to oversee and make recommendations on this and all other educational programs in the state. This program is an exemplary example of an innovative educational approach and a unique interagency agreement between the Department of Corrections and the state's community colleges.

HABILITATION UNIT FOR DEVELOPMENTALLY DISABLED OFFENDERS

Stevenson Correctional Institution
South Carolina Department
of Corrections
4546 Broad River Road
Columbia, South Carolina 29210

Ms. Adrienne Conine
Unit Manager
(803) 758-6884

A centralized unit at Stevenson Correctional Institution provides specialized treatment services for developmentally disabled inmates to help increase the knowledge, skills and abilities necessary for independent living. This unit was started in 1975, under Title XX funding. In 1978, with the termination of this funding, Commissioner William D. Leeke requested and obtained state funds to assure its continuation.

The unit houses inmates on a residential and outclient basis and provides a comprehensive treatment program for a maximum of 35 residential and 10 non-residential participants. Vital components are special education and life skills training. Residential participants are required to participate in a minimum of 30 hours of unit programming per week.

Curriculum is individualized and competency-based, and provides for continuous feedback to the student. The DD unit is administratively responsible to the Division of Human Services and to the warden of the facility. Program staff consists of six professionals (social workers, special education teachers and activity instructors.) Ten inmate residential tutors, who must be screened by an admissions committee and must have a high school diploma or equivalent, work with the program. They must meet minimum security custody requirements or must have a special waiver from this requirement. This unit receives some assistance from the Department of Vocational Rehabilitation and the Department of Education.

Program Organization: It has been shown in South Carolina, as in the rest of the nation, that the presence of mentally retarded offenders within the correctional setting creates problems for the retarded as well as for the institution. With a commitment to altering this situation by providing sources, skills and rehabilitation to a previously forgotten prison population, the South Carolina Department of Corrections initiated a special learning unit (SLU) in 1975 for the mentally retarded offender. A habilitation program for developmentally disabled offenders has been inaugurated that emphasizes the teaching of independent living skills. The unit's treatment model (is based on) the assumption that socially acceptable behavior and skills necessary for independent community living have never been acquired by this group.

Program Planning and Implementation: The three main elements stressed in this unit are assessment, training and placement. Implementation of programs and training are carried out with an awareness of the limitations and expectations of this specialized community with a strong emphasis on survival skills. Inmates eligible for the program are carefully evaluated and screened by an Admissions Committee. The program itself consists of a Life Skills component - giving the inmate training in the areas of behavior development, human sexuality, health and related skills (i.e. basic cooking, telephone habits, household management, etc.) and a work-activity component. The latter is "designed to provide a simulated work environment that attempts to replicate community work goals." (South Carolina Department of Corrections Overview, 1985, p.5.) This component is broken down into six phases. Each inmate has a specialized habilitation and special education plan and his/her progress is constantly monitored. Curriculum at the DD unit is individualized, competency-based and provides continuous feedback to the student. Some arrangements have been made with the private sector for work contracts.

Funding: Funding for the program for the developmentally disabled comes from the South Carolina Department of Corrections, with a small amount of additional funding obtained from the state's Vocational Rehabilitation Agency. The program also includes a sheltered workshop and the goods produced are sold and inmates receive payment on a piece work basis.

The program is noteworthy because of the high level of volunteer involvement as well as the firm commitment and continued leadership of the State Commissioner of Corrections.

MARYLAND APPRENTICESHIP PROGRAM
6314 Windsor Mill Road
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Mr. David Jenkins, Chair
Apprenticeship & Training Committee
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The purpose of the Maryland Apprenticeship Program (MAP) is to provide approved training that will equip inmates for future profitable employment in the community as skilled workers in a trade as well as to promote self-improvement and honorable citizenship. The program offers training in printing, upholstery, metal working, meat cutting, food services, cabinet making and paint manufacturing.

It features use of mutual agreement contracts, related classroom instruction, extensive vocational instruction, job placement and counseling, and remedial instruction. Experience in evaluation for and certification of a range of task competencies in each trade area are performed. The program operates in coordination with a prison industry program and with the Central Apprentice and Training Committee, and is careful to offer training through experience in a variety of tasks in "live-work" settings.

Classroom instruction provided through cooperation with community colleges, features college staff and tradespersons from the community who teach the technical aspects of the trade. The facilities are separate areas reserved and built for the State Use Industry. Contemporary equipment is used as part of on-the-job training. Instructional materials are self-paced and individualized, developed by the trade area instructor. Each trainee is carefully evaluated as part of the competency-based program. To receive a certificate at program completion, the trainee must demonstrate competence in the vocational skills required and complete required competencies.

Program Planning: The Maryland Apprenticeship Program (MAP) is an example of a well-planned and organized vocational program for inmates. This program, initiated in 1976-77, was developed through agreements with State Use Industries (SUI) and the Maryland Division of Corrections and consists of a mutually beneficial combination of on-the-job training and classroom instruction. The purpose and philosophy of the program is "to provide a plan of approved training that will prepare apprentices from Maryland's adult correctional' institutions for future profitable employment in the community as skilled workers in a trade (while providing) each trainee with marketable skills as well as basic adult functional literacy." (System Sciences Report, 1980, p. 88).

From its inception, the program was designed to equip the inmates with specialized, but practical training that would help them to live independently in the outside world. New programs in apprenticeship training are planned by a committee of representatives from the MAP, State Use Industries, U.S. Department of

Labor, Bureau of Apprenticeship and Training, the Maryland Apprenticeship and Training Council and technical consultants.

Funding: MAP is funded from receipts of State Use Industries. It is practically self-sustaining. In-kind assistance such as classroom space on the prison site and materials is provided by the State Department of Vocational Education. The Maryland Apprenticeship and Training Council covers the cost of college-related courses in academic skills. Job placement costs are also paid by State Use Industries' profits.

Program Organization: Institutionalizing new apprenticeship training programs begins with researching the Maryland labor market. The Bureau of Apprenticeship and Training analyzes market needs and job opportunities for MAP; State Use Industries examines production capability; skills required are assessed and forms and procedures established. The Maryland Apprenticeship and Training Council handles the instructional tasks such as in-service teacher training. New programs are coordinated with vocational education sponsors to ensure sufficient classroom space and the community colleges develop required curricula under contract.

Facilities, Equipment & Materials: The facilities, equipment and materials used in this program are designed specifically for this purpose. Separate areas are reserved and built for State Use Industry operation. Supplies are adequate and the environment simulates a real work setting. Educational facilities controlled by the Department of Vocational Education are also used by MAP participants at night for apprenticeship-related skill training.

Coordination Between OJT and Classroom Training: The instructional design of MAP aims to be challenging and relevant, focusing on live-work experience with end goals of speed and quality. The courses offered deal with functional skills required of a practioner in that particular trade area, such as theory, communications skills and practical application. Strong emphasis is placed on the concept of personal responsibility on the part of the trainee. An evaluation system is constantly in force.

Staff involved in the program are skilled craftspersons in specific trades who are committed to the provision of quality training to incarcerated individuals and are involved in constant continuing education themselves. The program is coordinated by the chairperson of the Apprenticeship and Training Committee.

Strong links exist between the apprenticeship program and the "free world". This relationship is cultivated through the SUI Advisory Committee, suggesting changes, or additions in curriculum, materials and equipment.

Involvement of the Private Sector: This program in Maryland demonstrates one very clear and exemplary component of vocational education programs - namely, that of coordination and cooperation between various departments and agencies. It is because of these interagency agreements that the program exists. Involved in the

Maryland program are: The private sector, the Department of Apprenticeship Training within the Department of Corrections; State Use Industry; community colleges as well as the Apprenticeship Council for the State of Maryland.

Selection/Performance/Motivation: To obtain entrance into MAP, each inmate must meet strict eligibility requirements, including minimum security classification and certain age requirements. Each candidate must be reviewed by a committee, in an oral interview, judging him/her on ability and aptitude. Each candidate must satisfy certain educational and physical requirements. Also, the inmate must demonstrate a certain level of motivation and agree to a contract negotiated between the inmate and the Department of Corrections, specifically identifying the expectations, obligations and behaviors of each. The inmates are compensated for their work, receive certificates and are constantly assessed on performance levels. These work progress records are reviewed by the inmate, the shop foreman and the institution. Close interaction is also maintained between each inmate and a placement officer, who serves as a support mechanism in a counseling and advocacy capacity.

Balance Between OJT and Profit-Making Product: The Maryland program represents a workable balance between on-the-job training and the production of profit-making goods or services. Because State Use Industries are linked to apprenticeship training, job training and production are managed in an equitable manner. The continuum of classroom preparation, on-the-job training in prison industries and academic skills preparation works to the benefit of each inmate, ensuring sufficient and expert preparation for post-release employment.

NEW JERSEY ASSOCIATION
ON CORRECTIONS
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MORROW PROJECTS
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The New Jersey Association of Corrections (NJAC) is the only state association of its type to provide a comprehensive re-entry program to offenders. This program combines vocational education and adult basic education lifeskills and real-life experience elements in a unique way. The direct service arm of NJAC is known as Morrow Projects. It includes two community residential treatment centers, an outclient program in Trenton focusing on employment and the Resource Center in New Brunswick. The underlying aim of all the programs sponsored by NJAC is to offer male and female offenders and ex-offenders an opportunity to resume control of their lives in an atmosphere which promotes independent decisionmaking. In an effort to achieve this goal, vocational educational services are offered to the offender in close conjunction with social service and educational agencies. The offenders reside in half-way houses and security is provided under a working arrangement with the New Jersey Department of Corrections.

As a further extension of the Morrow Projects, Project Ready conducts job-readiness programs at the Rahway State Prison. The main objective of the program is to train offenders in basic job-searching skills. Lifeskills and parenting skills units are also provided to the offender preparing him/her for re-entry into the outside world. The integral component in all the programs of NJAC is its network of linkages and referrals. It directs the offender to the proper source for his/her educational or employment needs. Vocational education programs are identified for the pre-release offender and are structured according to individual needs in a supportive environment.

Program Goals: The New Jersey Association on Corrections has established broad and far-reaching program goals. Among these are: The successful reintegration of offenders into society; humane conditions in New Jersey's penal institutions; half-way house residential programs for vocational and job training; victim restitution programs and inter-agency referrals to benefit the re-entry process.

Program Administration: The program in New Jersey is a decentralized one with offices in New Brunswick and Trenton. Overall policy is set by an advisory board and the Executive Director. Program administration is handled in Trenton and program operations for the Morrow Projects are located in New Brunswick. This is a community-based program located in major commercial centers where job opportunities are most frequently available. The combined resources of many community private and public agencies are utilized. The Morrow Projects Division provides direct service to offenders and ex-offenders. This Division maintains half-way houses that work for successful and productive reintegration of offenders into the community. The staff at these residential centers establishes working relationships with social service agencies and provides personal, educational and vocational counseling services.

Funding: Funding for the NJAC comes from private and public sources. Administrative funding is provided by a grant from the Community Services Block Grant Program (HHS), which covers salaries and fringe benefits. United Way and the Middlesex Board of Freeholders support the residential programs. The Association is a United Way recipient. JTPA funds Project Ready, the in-prison job readiness program.

OLOMANA SCHOOL
Hawaii Youth Correctional Facility
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Principal
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The Olomana School at the Hawaii Youth Correctional Facility (HYCF), offers pre-vocational education services to incarcerated youth, male and female, ages 14-19. The institution has a population of 75, 67 boys and eight girls. Of these, 25 are enrolled in the vocational education program. Approximately 25-30 of the offenders are classified in the special education unit with special instructors assigned to deal with their needs and problems. The special education unit deals with youth with physical, academic or emotional problems. The school works closely with other state agencies such as the State Department of Education, the Department of Health and the Department of Social Services and Housing to deliver these services to incarcerated youth.

There is a powerful network of agency support for the school, such as the Boy Scouts, Catholic Social Services, the Honolulu Police Department, substance abuse groups and many others. The vocational program is taught in separate buildings outside of the secured area. It aims to provide the youth with training in marketable skills. Candidates for this program are very carefully screened and must not be high risk offenders. Courses are offered in agriculture, aquaculture, automotive mechanics, photography, art (especially silkscreening) jewelry design and craft, and building and construction trades. Most of the pre-vocational programs are experiential (hands-on), stressing basic competencies and the work ethic - exposing the youth to the skills and tools of the trade, as well as correct work habits and attitudes. Special training kits called Project Discovery materials are used by the students. Academic instructors work with the vocational education teachers in teaching the youth these programs, utilizing the pre-industrial preparation module (PIP).

Planning and Administration: Memos of understanding dated January 1983, and March 1984, between the Department of Social Services and Housing, the Department of Education, the Department of Health and the State of Hawaii, resulted in comprehensive program planning for incarcerated youth at the HYCF and the roles and responsibilities of the various agencies were defined. A steering committee composed of representatives from these agencies was formed. This committee serves as a contact point for all organizations interested in the programs at HYCF and has prepared an action plan for a coordinated, integrated and comprehensive program for incarcerated youth.

Program Implementation: The Olomana School offers pre-vocational training and exposure to vocations with the ultimate goal of improving work attitudes and habits. The School also provides vocational interest surveys and information, aptitude testing, job interview skills and vocational counseling. Also offered at the Olomana School is prison industry job training in kitchen, services, grounds maintenance, animal husbandry, sewing, ceramics, agriculture and facilities and vehicle maintenance.

Class sessions are scheduled from 8 a.m. to 1:40 p.m., Monday through Friday. (Tutoring is also provided in the residences, a unique campus living arrangement.) The school operates in a secured, 30-year old building that was formerly a private residence. Space is a problem. The HYCF is responsible for conducting nine basic programs: Security, basic maintenance, health care, recreation, religion, social development, work training, education and community services.

Special Serivces: School counseling and occupational therapy are provided as well as special programs dealing with rape therapy and child abuse. A student activities program serves as an incentive for a behavior modification program and special English language skills are offered to students. Resource speakers are provided in special areas and occasional field trips are taken. Mainstreaming opportunities are provided for qualified students. This program includes access to alternative programs. Occupational skills units and a computer literacy program are also provided to certain students.

Funding: Funding to the Olomana School is partially distributed through the Neglected and Delinquent Program of Chapter I, Public Law 89-313 and the State General Fund. The Department of Education's Occupational Skills Program funds the hiring of qualified instructors from the community to provide training in occupational areas other than those for which HYCF work line instructors are available. HYCF provides the facilities, equipment and security personnel for the instructors to carry out the training programs.

PROJECT COACH
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Project COACH, Inc. is an alternative sentencing program that was developed to help alleviate problems facing courts and corrections institutions. The initials COACH stand for Community Organization for Alternative Court Help, Inc. This program, which began in 1983, serves adult and juvenile, male and female offenders referred by the judges at the Barnstable (Mass.) District Court. To be accepted into the program, it must be demonstrated that the offender can be served by the program without calculated risk to the public.

Program Objective and Philosophy:

A. To provide judges with effective alternatives to existing policies.

B. To provide the community with a valuable work force of volunteers.

C. To reduce the probation department's supervision responsibilities and increase the frequency of contact with offenders.

D. To provide certainty of punishment and accountability as an alternative to imprisonment.

E. To offset the cost of imprisonment to the community.

F. To increase the parental contact with youthful offenders.

G. To provide vocational guidance to clients where appropriate.

Other problem areas that the Project attempts to ease are: The high cost of incarceration, overcrowding in prisons, including the confinement of those convicted of drunk driving, the problems inherent in housing those convicted of misdemeanors with felons, unsuitable facilities for short-term female offenders who previously were assigned to the state prison 100 miles away, and the high recidivism rate among youthful offenders. Offenders are referred to the program by the courts and by probation officers.

Program Implementation: The work of Project COACH is carried out by way of three mechanisms - together these represent a most ambitious mix of alternative sentencing methods. The most important mechanism is specialized probation geared to the counseling, vocational and educational needs of offenders.

Counseling is handled in small groups and takes place either at Project COACH or through an arrangement with Cape Cod Community College. Counseling services include self-assessment, goal setting and the use of the Harrington-O'Shea Inventory (a skills assessment test). Job search and life skills are taught in group seminars or by individual counselors.

When the workshops are completed, individuals with stated and assessed vocational preferences may be referred to JTPA, with whom Project COACH has a training agreement. Vocational training and job preparedness are offered in a wide number of employment areas such as: Commercial fishing, computer training, construction and building trades and training in oceanography at Woods Hole, the oceanographic center on Cape Cod. Many of the offenders are adjudicated youth who are referred to school programs and who are counseled on potential career decisions.

The second mechanism is community work service. Through this sentence, non-violent offenders are assigned to a certain number of hours of compensatory work in the community. Project COACH is responsible for placing offenders in skill training positions that will provide job experience.

The third approach used by Project COACH in its program is residential confinement, still in the experimental stage. If proved successful, it could measurably ease the prison overcrowding situation. This sentence will be used for offenders who are not a risk to the community, but whose convictions would otherwise result in a term at the local prison.

Funding: The Gardiner Howland Shaw Foundation, a private group in Boston, funds Project COACH, but has no role in its operation. JTPA training funds provide access to important area job opportunities. Foundation funding combined with public community college resources provide additional financial support for the program.

STATE OF WISCONSIN
Department of Health & Social Services
Division of Corrections
One West Wilson Street
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Mr. Robert Hable, Chief
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Bureau of Program Services
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The Wisconsin Department of Corrections is restructuring its vocational education and academic skills programs, moving toward an individualized approach to teaching and learning. Fifteen state agencies are involved in the development of improved vocational education, literacy training and survival/lifeskills curricula. The concept of competency-based education and the provision of a diagnostic-prescriptive-instructional-evaluative approach for each student will be institutionalized at all levels. The student will learn at his/her own rate and credit will be earned for demonstrated performance of established criteria. Competencies are closely related to employment needs in the state.

Program Planning: The planners have adopted basic definitions for use in curriculum development, planning and implementation. This reflects a major move toward the creation of standards for successful vocational education and academic skills preparation throughout the state. The revised curriculum includes an employment analysis projected to 1990, in order to more accurately assess current job opportunities and future options. It is comprehensive, beginning with pre-vocational preparation for those offenders who lack experience and continuing through integrated basic academic preparation, skill training, on-the-job and apprenticeship assignments, job searching and support services.

Curriculum: The curriculum will be tested with the cooperative assistance of one of Wisconsin's VOC-TECH schools at the Fox Lake Correctional Institution. Wisconsin's VOC-TECH school districts provide supplementary vocational training and support to the correctional institutions. The curriculum will be evaluated and refined based on the pilot project before it is used statewide.

Funding and Interagency Agreement: In Wisconsin, the Department of Corrections is directly responsible for funding and administering all aspects of the vocational/correctional education program. The cooperative agreement with certain VOC-TECH districts covers only curriculum and teachers for courses to supplement those offered at correctional institutions by the Department's Vocational, Technical Adult Education Program (VTAE).

The emphasis in this statewide program is on the orientation of the vocational programs toward the job market by establishing competencies which relate to job entry skills. These plans will be evaluated and assessed at six-month intervals, with specific checkpoints identified. The aim is to establish an integrated and unified approach to the contemporary labor market and represents a cooperative effort on the part of education, employment, corrections agencies and universities to establish vocational/correctional education policy and goals and compatible instructional materials.

Coordination: An active steering committee and work group oversees the implementation of this curriculum project. Formal meetings and individual consultations are frequent. All educational program plans, course outlines, student transactions, definitions of admission requirements and program completion are policy matters and fall under the jurisdiction of the Division Administrator. The Division of Corrections, using the concept of competency-based education and providing a specially designed approach for each student, is replacing traditional classroom instruction with an individualized approach to teaching and learning. Also, the Division emphasizes the need for improved literacy and lifeskills training using specific performance indicators to determine subject matter and skill mastery. The Division has set down precise definitions of all terms used and has identified four broad occupational areas: Pre-vocational training (industrial arts), vocational training, on-the-job training in work and industries, and apprenticeship programs.

THE DOOR, A CENTER OF ALTERNATIVES
618 Avenue of the Americas
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In 1970, the International Center for Integrative Studies brought together a task force of young professionals to analyze the acute crisis seriously affecting a broad segment of America's urban adolescent population. After intense exploration, the task force concluded that the life needs of urban youth could only be met by a new approach to youth services. As a result, The Door, A Center of Alternatives, was established. The Door was created as a model to demonstrate the effectiveness of providing comprehensive, integrated services and of developing networks and linkages among existing service systems. Adolescents referred by probation officers and the courts receive vocational, educational and other comprehensive services through The Door. They are referred by the courts, juvenile authorities, by public and private schools, group homes, parole officers and other social agencies.

Program Services: The following services are available to youths who enter The Door:

- A comprehensive health program staffed by physicians, nurses and other medical staff;
- Family planning and sex counseling services;
- A prenatal young parents' and child care program;
- Nutrition counseling, food services and a cafeteria;
- Social services, crisis intervention and runaway counseling;
- A mental health counseling and therapy program;
- Drug and alcohol abuse counseling and treatment;
- An education program with counseling, tutoring, remediation, language training, and treatment of learning disabilities;
- Career counseling, vocational training and job placement;
- Legal advice counseling and advocacy;
- Arts, crafts, music, theater and dance programs and workshops;
- Recreation and martial arts programs and facilities;
- Youth empowerment and community service programs;

- Younger people's program for 12 to 15 year olds;
- Early intervention program for street youth and prostitutes; and
- Vocational training program with profit-sharing activities.

Facilities/Student Composition: Services and programs at The Door are easily accessible. The entire range of services and programs takes place under one roof in a setting architecturally designed to permit appropriate privacy in an open, friendly atmosphere, attractive to young people. The Door has become a viable alternative to self-destructive life styles of disadvantaged adolescents who are unable or unlikely to seek help from traditional agencies and institutions.

Clients range in age from 12-20 years, with the majority between 15 and 18. Fifty-one percent are male and 49% female. Ethnic backgrounds include 55% Black, 20% Hispanic, 20% White and 5% Oriental and other. Forty-eight percent are no longer in school and most are dropouts. Twenty-eight percent have no regular means of support and nearly 50% are not living at home. More than 400 young people from throughout the New York Metropolitan area come to The Door daily.

Funding: The Door is funded primarily by the Ford Foundation and the Marshall Field Foundation, contributions from New York City and at least 60 other sources. The Commonwealth Foundation paid for the evaluation of the program. Volunteer organizations contribute heavily to this program. There is a budget of $3 million and a staff of professionals and volunteers.

Program Philosophy: The guiding principle behind The Door is to offer inner-city youth a comprehensive and integrative approach that involves the whole of their life needs and circumstances. This multi-faceted therapeutic approach makes it possible to go beyond the clients' obvious problems and to deal with the causes of the problems and to explore the special growth dimensions of youth as well.

"Through constant improvements, an openness to fresh ideas and a sensitivity to the changing needs of adolescents, The Door remains a center for experimentation in all its facets . . . The increasing use of its program as a model by other agencies is helping to set higher standards for the delivery of human services to young people." (Log-In Data Base, October 1983.) The Door conducts a program of training and technical assistance for staff and administrators from other agencies wishing to improve their comprehensiveness in service delivery to youth.

VIENNA CORRECTIONAL CENTER
Southeastern Illinois College
Vienna, Illinois 62995

Mr. Hartzel L. Black
Dean of Correctional Education
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The vocational program of Vienna Correctional Center is an open-entry, open-exit, competency-based program that includes vocational counseling and academic instruction in addition to vocational skills training. The program is characterized by a series of interagency agreements and cooperative arrangements. The program was established in 1972, through a state law that created a school district within the Department of Corrections. Vocational and academic courses are made available through cooperation with the Southeastern Illinois College, a nearby community college. Within the institution, the vocational program has parity with other institutional functions such as security. Instruction in 16 vocational programs is available in an education center. Support services include counseling, recreational services and occupational exploration.

Facilities, Equipment & Student Body: The Vienna Correctional Center (VCC) is a minimum security facility located on 3,400 acres of land near Vienna in southern Illinois. It was developed in two phases. The first was a two-building complex that opened in 1965. The second phase was completed in 1971, and provided 16 additional buildings comprising one-person one-room housing units, a library, an education building, an administration complex, a chapel, the vocational education building, a dining room and a physical plant building which includes a garage, warehouse and fire station.

DOC School District No. 428 contracts with Southeastern Illinois College in nearby Harrisburg for the bulk of the vocational education curriculum offered at the Vienna Correctional Center. The college also offers occupational orientation activities and general education development classes to the residents of the Vienna Center. In addition, vocational preparation opportunities for barbering and masonry are offered by the Correctional School District.

Of the 800 residents at Vienna in December 1984, 550 were enrolled in education curricula. Of these, 320 were participants in vocational education curricula offered by Southeastern Illinois College, and 30 residents were in vocational education curricula offered directly through DOC School District No.428. Thus, 44% of the residents enrolled in education activities were participating in vocational education. The remainder were enrolled in academic courses offered by Southeastern Illinois College, Southern Illinois University, DOC School District No. 428 in GED and in Learning Laboratories.

Program Organization: Corrections education in the State of Illinois is conducted by the Department of Corrections (DOC)

School District No. 428, established through legislative action in 1972. It has authority to establish primary, secondary, vocational, adult, special and advanced educational schools as provided in the State's school code. The Board of Education for DOC District No. 428 is composed of the director of the Department of Corrections (who is president of the Board), the assistant directors of the adult and juvenile divisions of the Department, two other individuals appointed by the Director of Corrections, and four members appointed by the Superintendent of the Illinois Office of Education. The school district's juvenile division is responsible for educational programs at 11 youth centers throughout the State and the adult division provides a similar service for the ten adult correctional institutions. In addition, and subsequent to the Congressional enactment of Public Law 94-142, there was created the Lincoln Land Special Education District which has as its sole purpose, the provision of special education services for Department of Corrections wards.

Curriculum and Special Programs:

Educational Programs at the Vienna Correctional Center

Southeastern Illinois College

Alcohol Fuel Production* (see below)
Auto Body and Fender Repair
Automotive Mechanics
Cosmetology
Drafting
Electronics
Emergency Medical Technology
Fire Science
Food Service Technology
Game Management
Journalism/Graphics
Machinist
Ornamental Horticulture
Surveyor Assistant
Water/Wastewater
Welding

Associate Degrees:
Associate in Arts
Associate in Science
Associate in Applied Science

Curricula in many programs use high technology equipment and most programs are constantly being revised.

School District #428

Barbering
Brick Masonry

Basic Education Programs:
Adult Basic Education
G.E.D.
Special Education
Title I
English as a Second Language

*The Vienna Alcohol Fuel Plant (the first such plant in the nation to be constructed at a prison) was dedicated October 1, 1982, by Governor James R. Thompson. This plant is unique and combines an educational program with an industries operation.

This plan produces 500,000 gallons of ethanol alcohol per year and inmates are trained in plant operations. This facility is sponsored by the Illinois Department of Corrections, Illinois Correctional Industries, Southeastern Illinois College and the Vienna Correctional Center.

Evaluation: The Adult Vocational and Technical Education (AVTE) evaluation team rated the Southeastern Illinois College (SIC) vocational program at 9.5 out of a possible ten points during a recent rigid inspection tour. Special commendation was given to the institution in the following areas: Orientation handbook, support training for students, quality and competency of instructors, administration and staff, effective utilization of teacher aides and students, job acquisitions skills program and to the associate degree programs. Additionally, the prison newspaper won third place in the American Penal Press Contest in 1984. The Illinois Community College Board makes site visits every six years for program evaluation purposes.

Funding: Funding for the educational program at the Vienna Correctional Center is generated from a variety of corrections, educational and private sources.

WINDHAM SCHOOL SYSTEM
Texas Department of Corrections
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The Windham School System is a public school system within a correctional system. It is awarded funds as a local education agency, and also is subject to certification and accreditation requirements. The System was established in 1969, by the authority of Senate Bill 35. The overall goal of the Windham program is to provide offenders with the opportunity to acquire the academic and vocational skills necessary to function adequately in society. The System offers academic and vocational classes to inmates who do not have a high school degree - in 27 institutions spread geographically over 243 miles.

Curriculum: The academic curriculum is non-graded and individualized, and operates on a 12-month academic year using behavioral objectives to teach adult life skills. State-adapted texts are used to supplement programmed materials, audio-visual aids, and specially developed adult instructional materials. Courses are offered in over 27 subject areas. The curriculum is competency based and certificates are awarded. Teaching methods such as Coordinated Vocational Academic Education (CVAE), Industrial Cooperative Training (ICT) and pre-employment laboratory techniques are used for instruction and guided work experience. More than 2,900 students earned vocational certificates during 1983-84. There are about 5,600 adults in the program. It is fully accredited and cooperative arrangements exist between the school system and local four-year community colleges for course offerings in college-level vocational classes. Many of the inmates are school dropouts and many are illiterate. Over 25% of the inmates are under 25 years of age. Inmates who achieve less than a fifth grade equivalency on a standardized test are required to attend school at least six hours per week. Others are released from work to attend classes leading to the GED or high school diploma. Graduation exercises are held three times each year with over 3,000 graduates annually.

Staffing: Since 1969, the faculty has increased from eight adult basic education teachers to 185 professional academic teachers, 127 vocational teachers, 14 Title I teachers, 46 special education teachers and a professional staff of 99. All are certified by the Texas Education Agency. The administrative staff includes a superintendent; assistant superintendent; personnel director and assistant; principals, directors of curriculum, vocational educators, librarians; psychologists and educational diagnosticians; supervisors in various curriculum areas and counselors; and 73 classroom and clerical aides. The entire staff totals 544.

Vocational teachers offer occupational orientation, industrial cooperative training and training in drafting, auto body repair, auto mechanics, farm equipment repair, electric trades, building trades, cabinetmaking, culinary arts, meat cutting, radio and TV repair, refrigeration and air conditioning, sheet metal, upholstery and furniture repair, welding, floriculture, cosmetology, barbering, home and community services, horticulture, masonry, painting and decorating, plumbing, electronics and others.

Program Implementation: College-level vocational classes are conducted at most units of the Department of Corrections by instructors from nearby community colleges. These classes are six months in length with students attending class seven hours a day, five days a week. A Certificate of Completion and credit for approximately twenty college semester hours is earned for the satisfactory completion of a vocational course. Each individual college pays its instructors, and the Texas Department of Corrections (TDC) provides equipment, materials, textbooks, and pays tuition to the colleges for each student. During the Spring 1984 semester, there were 787 students enrolled in 43 vocational classes at 18 units of the TDC. As of June 1984, a total of 8,949 inmates had received Vocational Certificates for courses completed at a junior college. In order to take a college-level vocational course offered by one of the two-year colleges, the inmate must have a verified GED certificate or a high school diploma; and the inmate's minimum discharge data must be appropriate for course completion. The inmate must have an appropriate medical classification to participate in the vocational training program. The inmate must not be in a "lost" good time status and must be in at least a Class I status. It is not necessary for the inmate to have completed Windham School.

All classes regardless of the program, are conducted in view of a security officer, but not necessarily within his hearing. All students are permitted to take their college work assignments to their cells. The Education Department maintains responsibility for records on each student including transcripts, grades and copies of correspondence between the student and the colleges and universities.

Evaluation: Windham's educational program has been accredited by the State Board of Education since September 1970. In December, 1976, Windham received full accreditation from the Southern Association of Colleges and Schools, thus becoming the first correctional education system in the United States to achieve such status from a regional accreditation agency.

The Windham program is unique in almost every respect. it is the first education system of such scope to be established within a statewide prison system. Over 20,000 inmates attend Windham classes during a school year.

VI. RESOURCES, TECHNICAL INFORMATION AND BIBLIOGRAPHY OF CURRENT PUBLICATIONS

Listed in this Chapter are directories of information and bibliographic references that will help you find out more about available resources in the field of vocational and related academic skills training.

The Chapter includes an annotated list of funding sources which may be of potential benefit to you. There are many exemplary linkages between private foundations and correctional programs described in the Programs Chapter of this Guide. The sources listed here spell out detailed steps on their funding process. There are also technical assistance groups which can work with you in preparing your applications.

Also in this Chapter is a directory of ex-offender programs and advocacy groups. This is an area of great relevance to educators who are developing support services networks. The information has been verified to every extent possible and the programs selected for inclusion have been recognized for their effectiveness.

In the Technical Information section you will find the names of special programs, located at universities and colleges around the country, that are involved in various phases of correctional education. These institutes or centers publish materials and periodicals that are generally available at no cost. Put yourself on their mailing lists and check their conference schedules.

There is also a section on Prison Industries which describes the program and identifies a variety of resources for you to tap.

The final section contains a bibliography of current publications on correctional education. In the course of the literature search, a large number of specialized journals were noted. While many were used in preparing this Guide, there are still many other books and periodicals which may be of interest to you.

DIRECTORY OF FUNDING RESOURCES

The Foundation Center, established in 1956, is the only national non-profit clearinghouse for information on foundations and grants in the United States and maintains four libraries nationally.* (See list below)

These Center libraries can provide help in obtaining information on more than 22,000 active U.S. foundations.

The libraries are open to the public, but it is recommended that you call ahead to the individual center to verify hours and which publications are available for use or purchase at each location.

The Foundation Center maintains a toll-free number:
1-800-424-9836

This number can be used for quick answers and for a list of library locations as well as the location of the closest cooperating reference collection, found in over 150 public, university, government and foundation libraries in all 50 states, Canada, Mexico, Puerto Rico, the Virgin Islands and Great Britain. Bibliographies, information on seminars and workshops, etc., are available from these libraries. Publications on grant-giving may be purchased at these information centers.

COMSEARCH printouts (published by the Foundation Center) are available in many subject areas, including COMSEARCH #94-on Crime and Law Enforcement, ($16.50). These are computer-produced listings which include 508 possible grant sources available from 150 foundations in the areas of crime prevention, victim aid, counseling of delinquents, legal rights, prison reform, prisoner service and legal research. At the end of the publication is an alphabetical list of foundations included in the booklet, with information on any restrictions regarding individual grants. These subject lists change frequently and are usually updated annually. They are an invaluable source of information because they pinpoint the fields in which the major foundations have funded projects in the last year.

* The Foundation Center
79 5th Ave.
New York, NY 10003
(212) 620-4230

The Foundation Center
1001 Connecticut Ave., N.W.
Suite 938
Washington, DC 20036
(202) 331-1400

The Foundation Center
Kent H. Smith Library
1422 Hanna Building
1422 Euclid Ave.
Cleveland, OH 44115
(216) 861-1933

The Foundation Center
312 Sutter St.
San Francisco, CA 94108
(415) 397-0902

FUNDING SOURCES

Listed below are some funding sources identified in the course of the research for this Guide. All of the sources listed have been involved in grant-giving in the area of corrections.

Burden (Florence) Foundation
630 5th Ave.
New York, NY 10111

David Nee
Executive Director
(212) 489-1063

This foundation specializes in problems of the elderly and crime and justice. It awards grants to innovative and pilot programs in these subject areas.

Clark (Edna McConnell) Foundation
250 Park Ave.
New York, NY 10017

Kenneth F. Schoen
Director
Program for Justice
(212) 986-7050

This organization aims to support programs which offer alternatives to imprisonment. The Program for Justice is one of the program sections sponsored by the Foundation. Publications are available from the Office of Communications.

Ford Foundation
320 East 43rd St.
New York, NY 10017

(212) 573-5000

Provides funding in the areas of urban poverty, human rights and social justice, women and minorities. The Ford Foundation aims to advance public well-being by identifying and contributing to the solution of problems of national and international importance.

Goldman (Herman) Foundation
120 Broadway-Suite 2945
New York, NY 10271

Daniel C. Frambach
Assistant To Executive Director
(212) 571-1425

This Foundation specializes in aid to economically and socially deprived persons especially in the areas of social justice, education, health and the performing arts, primarily in the New York area. The group occasionally funds projects with the possibility of a nationwide impact.

Johnson Foundation
P.O. Box 547
1525 Howe St.
Racine, WI 53401

Richard Kinch
Program Associate
(414) 639-3211

This Foundation, established in 1959, is devoted primarily to hosting conferences at the Wingspread Center, in Racine, WI, for the study and analysis of social and human issues problems.

Two such conferences were held at Wingspread in January 1984, and February 1985, on the subject of Prison Industries. The Foundation is supported by income from endowments and contributions from S.C. Johnson & Son (the Johnson Wax Co.) and by descendants of the founder.

The Psychology Society
100 Beekman St.
New York, NY 10038

Pierre C. Haber
Executive Director
(212) 285-1872

This Society, founded in 1960, attempts to encourage the use of psychology in treating and solving human problems with special emphasis on prisons and prisoners. Grants are available to initiate or continue independent, unaffiliated programs in the New York area or within a 500-mile radius. The primary emphasis of the Society is to deal with crime prone individuals between the ages of 16 to 30.

Shaw (Gardiner Howland) Foundation
19 Temple Place - 5th Floor
Boston, MA 02111

Neil Houston
(617) 451-9206
(617) 451-9206

Grants from this Foundation are limited to the Massachusetts area. They are awarded in the fields of criminal justice, and/or the study, prevention, correction and alleviation of crime and delinquency and the rehabilitation of juvenile and adult offenders.

Strong (Hattie M.) Foundation
Cafritz Building -Suite 409
1625 1st St., N.W.
Washington, DC 20006

Thelma Richman
Director of Grants
(202)331-1619

The Strong Foundation gives grants for various purposes in the area of corrections.

Thoroughbred Retirement Foundation
P.O. Box 153
Albertson, NY 11507

Monique S. Koehler
Director
(201) 671-1538

This unique Foundation, formed to give thoroughbred race horses a dignified retirement, has formed an unusual agreement with the New York State Department of Corrections to use inmate skills in the care and maintenance of these animals, offering each a "second chance".

RESOURCE LIST: FOUNDATIONS - GRANTS

Some relevant periodicals available at the Foundation Centers and at many public and university libraries are:

The Foundation Grants Index - Bi-monthly
Foundation News
Fundraising Management
Grantsmanship Center News
The Philanthropy Monthly

BASIC RESOURCES

Annual Register of Grant Support: A directory of funding sources, 1984-85. 18th Ed. Marquis Professional Media, 200 East Ohio St., Chicago, IL 60611. (This useful book is indexed by subject, organization, geographic designation, and personnel. It includes both government and private programs and is an authoritative standard reference source.)

The Art of Winning Government Grants. Howard Hillman. Vanguard Press. ($10.95) 424 Madison Ave., New York, NY 10017 (212) 753-3906.

The Bread Game: The Realities of Foundation Fundraising, ed. Herb Allen, New Guide Publications, 300 Ellis St., San Francisco, CA 94102. (1981 revised). A clearly written guide to fundraising in all of its aspects.

Catalog of Federal Domestic Assistance. U.S. Office of Management and Budget, Washington, DC, Government Printing Office, annual official compendium of federal programs, projects, services, and activities which provide assistance or benefits to American organizations, individuals, and institutions.

Developing Skills in Proposal Writing. Mary Hall. Continuing Education Publications, Waldo 100, Corvallis, OR, 97331.

Directory of Foundations of the Greater Washington Area. This directory is a very useful reference for those in the greater Washington, DC area to identify sources of funding for their projects. Several foundations have funded projects in the field of corrections. Published by Community Foundation of Greater Washington, DC, Inc., 3221 M St., N.W., Washington, D.C. 20007, (202) 338-8993.

Directory of Research Grants, 1983. Betty L. and Wm. K. Wilson, Eds. Phoenix, The Oryx Press, 2214 North Central at Encanto, Phoenix, AZ, 85004.

Encyclopedia of Associations (Annual) Gale Research Co., Book Tower, Detroit, MI, 48226. This two-volume book, with supplement is updated annually, and gives information on U.S. non-profit organizations. Excellent source on grant-giving organizations which are not foundations.

The Foundation Center National Data Book, (Two Volumes) 9th Ed., 1985, is available from the Foundation Center. It contains profiles of 24,000 currently active grant-making foundations in the U.S. which award more than $1.00 per year. The Data Book also lists over 200 community foundations which operate their own charitable or research programs.

The Foundation Directory, 9th Ed., compiled by The Foundation Center, New York, Supplement, 1984. This Directory gives the most complete statistical breakdown of the foundation community and is cross-referenced and contains current information on over 700 corporate foundations.

The Foundation Grants Index, 13th Ed., Foundation Center, New York, 1984. (Annual). A cumulative listing of new sources of support which identifies the foundations giving grants in a particular subject or geographic area. (1985 Edition available Spring, 1985.) The 1984 edition of this book had 40 entries in the subject index under prison/prisoners, from prison alternatives to prisoners-vocational training.

Foundation Grants to Individuals, 4th Ed., NY: The Foundation Center, 1984. Profiles the programs of about 950 foundations that make grants to individuals. Contains a detailed subject list.

The Grants Register - 1983-1985. Craig A. Lerner and Roland Turner, Eds. NY: St. Martin's Press, 1982, 175 5th Ave., New York, NY 10010. Lists scholarships and fellowships at all levels of graduate study and special awards and research grants.

How To Get Government Grants. Phillip Des Marais. Public Service Materials Center, 1980. ($15.50 + $2.50 Postage) 111 North Central Ave., Hartsdale, NY 10530

SERVICES FOR GRANTS PEOPLE

The Associates Program of the Foundation Center, entitles members to special sources and resources for an annual fee of $275.00.

Computer Databases - Three databases can be accessed on-line in the subject area of grant-giving. They are: Foundation Directory, Foundation Grants Index, and National Foundations. More information on this service may be obtained by calling or writing one of the Foundation Center libraries listed or by calling Lockheed Information Systems at 1-800-227-1960. Also, Grant Information Systems is available on-line - call 1-800-421-7279, Systems Development Corporation - on-line system, ORBIT.

The Grantsmanship Center
1031 South Grand Ave.
Los Angeles, CA 90015
(213) 749-4721

This Center offers courses in grantsmanship across the country, and will structure courses for special interest groups on request. It also publishes a news bulletin several times a year. Special reprint packages of selected articles are available from the Center for a nominal fee.

EDUCATION AND TECHNICAL INFORMATION

American Vocational Association (AVA) (703) 522-6121
2020 No. 14th St.
Arlington, VA 22201
AVA exists to provide a common focus for the concerns of a variety of vocational associations. AVA serves as a clearinghouse for vocational educators and a vehicle for concerned action to promote vocational education.

Clearinghouse on Adult Education
U.S. Department of Education
Division of Adult Education
Office of Vocational and Adult Education
Washington, DC 20202
Distributes bibliographies, directories, lists of resource materials as well as a catalog of adult education projects for each fiscal year.

Correctional Education Association (202) 293-3120
1400 20th St. N.W.
Washington, DC 20036
CEA, a member organization of the American Corrections Association, represents the interest of correctional educators and serves as an information clearinghouse.

ERIC Clearinghouse on Adult, Career and Vocational Education (800) 848-4815
The Ohio State University
1960 Kenny Rd.
Columbus, OH 43210
Provides bibliographies, reports and listings in the subject area.

National Adult Education Clearinghouse (201) 893-4353
Montclair State College
Upper Montclair, NJ 07043
This clearinghouse has a program designed to disseminate up to-date information on adult continuing education and to facilitate networking among practioners in the field. It maintains a 25,000 volume on-site lending and mail loan library of commercial and non-commercial publications.

National Center for Research in Vocational Education (614) 486-3655(OHIO) (800) 848-4815
1960 Kenny Rd.
Columbus, OH 43210
The Center provides many products and services in the area of vocational education. Some of these services are: An on-line computer network, newsletters, a bi-annual publication, "The Vocational Educator". The Center publishes specialized materials on vocational education in correctional institutions. Materials are also available on curriculum, staff training and program development. The Center can also provide customized information services.

National Education Association (NEA) (202) 833-400
1201 16th St., N.W.
Washington, DC 20036

The National Education Association is an advocacy agency for teachers and other educators: Promoting legislative activity; institution and professional development; teacher benefits and rights.

National Institute of Corrections (303) 444-1011
Department of Justice
Information Center
1790 30th St. - Suite 314
Boulder, CO 80301

This Center answers inquiries on corrections and makes referrals to other sources of information. These services are free. Technical assistance is available to correctional agencies; seminars and workshops are available to correctional personnel, elected officials concerned with corrections, and others involved in criminal justice. The Institute's National Academy of Corrections coordinates all training provided by the agency.

National Institute of Justice/NCJRS Informational requests
Box 6000 (301) 251-5500
Rockville, MD 20850 MD - DC
(800) 857-3420

NCJRS is the centralized national clearinghouse serving the criminal justice community since 1972. NCJRS maintains a steadily growing computerized data base of more than 75,000 criminal justice documents; operates a reading room, and offers complete information and referral services. Some of the products and services of NCJRS are: Customized searches, topical searches and bibliographies, research services, audiovisual and document loans, selective dissemination of information and distribution of documents in print or microfiche.

National Referral Center (202) 287-5670
Library of Congress
Washington, DC 20540

The National Referral Center at the Library of Congress is a free referral service which channels inquiries from the public to organizations which can provide the answers. Specialized computer print-outs can be prepared upon request and mailed out.

The Restitution, Specialized Training and Technical Assistance Program (RESTTA) (800) 638-8736
National Restitution Resource Center
Juvenile Justice Clearinghouse/NCJRS
Box 6000
Rockville, MD 20850

RESTTA is a new program funded by the Office of Juvenile Justice and Delinquency and serves as a clearinghouse to disseminate information on every aspect of restitution programming.

NATIONAL NETWORK FOR CURRICULUM COORDINATION IN VOCATIONAL AND TECHNICAL EDUCATION

NNCCVTE was established to provide an ongoing system for intra-state linking of curriculum with research, demonstration and teachers' education; to arrange and plan for intra-state development and dissemination activities to assist in establishing priorities for institutional development.

The Network has six centers serving the 50 states. The centers and the areas they serve are:

East Central Curriculum Coordination Center Rebecca Douglas, Director Sangamon State University, E-22 Springfield, IL 62708 (217) 786-6375	DE, DC, IN, IL, MD MI, MN, OH, PA, VA, WV, WI
Midwest Curriculum Coordination Center Robert Patton, Director State Department of Vocational Technical Education 1515 West 6th Ave. Stillwater, OK 74074 (405) 377-200	AR, IA, KS, LA, MO, NB, NM, OK, TX
Northeast Curriculum Coordination Center Martha Pocsi, Director Rutgers University 2000 Old Matawan Rd. Old Bridge, NJ 08857 (201) 753-0879	CT, ME, MA, NH, NJ, NY, PR, RI, VT, VI.
Northwestern Curriculum Coordination Center Bill Daniels, Director St. Martins College Lacey, WA 98503 (206) 438-4456	AK, CO, ID, MT, ND, OR, SD, UT, WA, WY
Southeast Curriculum Coordination Center Roy S. Hinrichs, Director Mississippi State University Drawer DX Mississippi State, MS 39762 (601) 325-2510	AL, FL, GA, KY, MS,NC, SC, TN.

Western Curriculum Coordination Center
Lawrence F. H. Zane, Director
University of Hawaii at Manoa
1776 University Ave.
Honolulu, HI 96822
(808) 948-7834

AR, CA, HI, NV, Guam, Trust Territory of Pacific Island, American Samoa, Commonwealth of the Northern Marianas

FEDERAL ADULT AND VOCATIONAL EDUCATION PROGRAMS

All federal prisoners, with minor exceptions, who have less than a 6th grade education are required to enroll in an adult basic education (ABE) program for 90 days. Additionally, only those inmates who successfully complete an ABE program are eligible for UNICOR or other paying assignments above the entry level pay grade. Monetary incentives, intensified tutoring, and other positive reinforcements are also used to encourage enrollment in and completion of ABE courses. Beginning July 1, 1984, a pilot program to require an 8th grade education, in lieu of 6th grade, was field tested in the institutions in the Federal Bureau of Prisons Northeast region.

In 1983, an innovative vocational education program was approved by Federal Prison Industries' (UNICOR) board of directors. Under the program, UNICOR funds new vocational training programs that meet special criteria. The programs must provide training in areas not previously offered by particular institutions and be relevant to occupational areas expected to have high employment needs during the current and following decade. The programs must provide inmates with salable skills at the entry level or above, and must, wherever possible, involve live work experience and service to the institution during the training program. Currently, training is being offered in the following skill areas, among others: Office occupations, including the use of word processing and other office machines, computer assisted drafting, optics, oil technology, horticulture, waste water technology, home entertainment equipment installation and maintenance, computer sciences, electronic technician, truck driving, diesel mechanic, food service management, commercial art, sales associate, building construction and remodeling, and aquaculture.

For more information on federal education programs, write:

Education Administrator
U.S. Bureau of Prisons
320 First Street, N.W.
Washington, DC 20534

LITERACY ORGANIZATIONS

The Adult Literacy Initiative
U.S. Department of Education
Washington, DC 20202

(202) 472-9020

Available from the Department is a publication called "Adult Literacy Programs That Work". This is a catalog of exemplary programs approved by the Joint Dissemination Review Panel of the U.S. Department of Education, revised Spring 1984.

Coalition for Literacy
Office for Library Outreach Service
c/o American Library Association
50 E. Huron St.
Chicago, IL 60611

Jean Coleman
Coordinator
(312) 944-6780

Contact, Inc.
P.O. Box 81826
Lincoln, NE 68501

Rhonda Kadavy
(402) 464-0602

This is a clearinghouse for literacy programs sponsored by the Coalition for Literacy which disseminates much helpful information, including an annual directory called: "Reducing Functional Illiteracy: A National Guide to Facilities and Services". Also available for a $5.00 fee is: "The January 1984, National Literacy Hotline, Project Report". Contact, Inc., publishes a newsletter called "The Written Word", promoting communications in the field of functional illiteracy. (12 issues, $6.00.) Contact, Inc., also maintains a computer data bank of more than 6,000 literacy resources.

Laubach Literacy, International
(also New Readers Press)
1320 Jamesville Ave.
P.O. Box 131
Syracuse, NY 13210

Literacy Volunteers of America, Inc.
Midtown Plaza, Room 623
700 East Water Street
Syracuse, NY 13210

Oregon Literacy, Inc.
3840 S.E. Washington St.
Portland, OR 97214

Shirley Randles
Executive Director
(503) 232-9116

The purpose of this group is to place a literacy contact in every county in Oregon and to intensify the dissemination of information about literacy to the community.

Washington Education Project Inc.
224 Third St., S.E.
Washington, DC 20003

Norman Manasa
Director
(202) 547-3011

This is an educational program designed to put college students to work teaching the illiterate.

LITERACY RESOURCES

Addison-Wesley Publishing Co.
(617) 944-3700
South St.
Reading, MA 01876
"Impact", by Janice Motta and Kathryn Riley. This is a three-level English As a Second Language (ESL) Reading Skills Development Program.

American Library Association
Book Order Department
(312) 944-6780
50 E. Huron St.
Chicago, IL 60611
"Reading Instruction for the Adult Illiterate", Edward V. Jones. An integrated instructional program, ($15.00).

Capital Cities Television Productions
4100 Cityline Ave.
Philadelphia, PA 19131
1325 South Dale St.
Champaign, IL 61820
(217) 333-1360
This company has produced a documentary film, "Can't Read - Can't Write", designed to make Americans aware of the severity of the literacy problem. Distributed by University of Illinois Film Center.

Department of Library Services
Leon County Public Library
1940 North Monroe St., Suite 81
Tallahassee, FL 32303
Lois D. Fleming
Director
"Annotated Adult Independent Development Bibliography (for new adult learners) of Literacy Programs". ($1.00) An aid for other libraries starting literacy programs.

King Arthur Productions, Inc.
1278 Glenneyre
Suite 1054
Laguna Beach, CA 92651
Arthur Barron
(714) 494-2004
This Company produced the film, "The Shame of a Nation", which is a half-hour documentary, focusing on the efforts of three adults to overcome their illiteracy. This film, which addresses the human side of illiteracy, including the social costs, also provides statistics on the problem and talks about some of the causes.
King Arthur Productions is asking major U.S. corporations to purchase the cassettes (at a 50% discount price, $187.50) and donate them to literacy centers.

Project Learn
2238 Euclid Ave.
Cleveland, OH 44115
"Bibliography for New Adult Readers", (A list of 420 titles with a reading level of seventh grade or below.) Materials deal with daily-life and coping skills of an adult. ($5.00) paperback.

Software Publishers
There are numerous publishers who produce computer software which contains material on adult literacy. A complete list is available from: Contact, Inc., P.O. Box 81826, Lincoln, NE 68501-1826.

For information on nationwide literacy programs call the Coalition for Literacy Hotline: (800) 228-8813

The Division of Adult Education Services of the Department of Education manages four networks that provide a variety of information bases for adult educators.

1. The Competency-Based Adult Education Network (CBAE), facilitates self-help activities among adult educators and organizations interested in CBAE. Assistance includes listings of resources; information on CBAE activities, research and linkage services. Contact: Ms. Joyce Fowlkes Campbell

   U.S. Department of Education OVAE/DAE
   Room 5610, ROB 3
   7th & D Sts., S.W.
   Washington, DC 20202
   (202) 245-0636

2. Clearinghouse on Adult Education acts as an information, resources and materials center for adult educators involved in ABE, Adult Secondary Education and ESL. This group puts out a publication called "Catalog of Adult Education Projects", which has a section on literacy projects funded by the states under section 310 of the Adult Education Act.

   Additional information and a bibliography of resource materials may be obtained by writing to:

   Patricia A. Lang
   Clearinghouse on Adult Education
   U.S. Department of Education
   OVAE/DAE
   400 Maryland Ave., S.W.
   Washington, DC 20202
   (202) 245-0636

3. The National Volunteer Network provides linkage services to adult educators who involve volunteers in their programs. Information and materials exchange is also facilitated through the Network. Contact: Mary Seibles

   See address for Clearinghouse
   (202) 245-0691

4. The Network of Adult Education Programs Serving the Disabled Person facilitates, coordinates, and disseminates information on programs serving the disabled in order to improve program practice and effectiveness. Contact: William Langner
See address for Clearinghouse
(202) 245-0636

The National Diffusion Network (NDN) is a federally-funded system making exemplary educational projects available for adoption by adult education and other programs and institutions. A list called "Adopting NDN Projects: A Guide for Adult Education Programs" (April 1985) is available from the Division of Adult Education, OVAE, Department of Education, Washington, DC 20202.

EDUCATIONAL CENTERS

City University of New York (212) 489-5169
John Jay College of Criminal Justice
Reisman Memorial Library
445 W. 59th St.
New York, NY 10019

This division of the City University of New York specializes in criminal justice as well as public administration. The College has a library with a special collection on prison reform.

College of Criminal Justice
University of South Carolina
Columbia, SC 29208

Dr. T.A. Ryan, Director
Center for Planning
Implementation and
Evaluation
(803) 777-6504

Hindelang, (Michael J.) Criminal Justice Research Center
1 Alton Rd.
Albany, NY 12203

This Center acts as a reource which coordinates sources of criminal justice statistical information and publishes book and non-book materials.

Maine Criminal Justice Academy (207) 489-5159
Media Resources
93 Silver St.
Waterville, ME 04901

The Academy has a specialization in criminal justice, corrections, prisons and rehabilitation and maintains a library with a specialized collection in these areas.

Pennsylvania State University (814) 865-9561
Institute for Policy Research and Evaluation
N253 Borrowes Bldg.
University Park, PA 16802

This Center is involved in human resources research including vocational education and prison education, as these issues affect socio-economic changes.

Sam Houston State University (409) 294-1666
Criminal Justice Center
Huntsville, TX 77341

The Center contains a research division which collects, analyzes, and disseminates information on crime, criminals and criminal justice. It also coordinates technical assistance requests from local and state criminal justice agencies throughout the country.

Southern Illinois University (618) 453-5701
Center for the Study of Crime
Delinquency and Corrections
Carbondale, IL 62901
This is an educational center which is concerned with crime control, training of correctional personnel and the training and orientation of the hard-core unemployed. The Center answers requests from the public, disseminates articles and training manuals and provides consulting services.

State University of New York (518) 455-6322
Graduate School of Criminal Justice
135 Western Ave.
Albany, NY 1222

The George Washington University (202) 676-7327
Department of Special Education
2121 I St. N.W.
Washington, DC 20052
The George Washington University Special Education Program for Adjudicated Youth prepares special educators to work in local, state and/or federal facilities which serve incarcerated youth, with special emphasis on the special education needs of this population.

University of California (213) 746-6506
College of Continuing Education
Programs in Corrections
Los Angeles, CA 90007
This program is sponsored by the University and the federal government. The Center maintains a library, holds an annual institute and publishes results of its research. Its special areas of study include: Studying the effectiveness of educational programs for inmates of correctional institutions and critical areas of management and administration within the field of corrections.

University of Chicago (312) 962-9493
Center for Studies in Criminal Justice
1111 East 60th St.
Chicago, IL 60637

University of Pennsylvania (215) 243-7411
Criminology and Criminal Law Center
Vance Hall
3733 Spruce St.
Philadelphia, PA 19174
This Center, located at the Wharton School of Business, does research on crime, prisons, etc., and provides statistical sources.

PRISON INDUSTRIES

Prison Industries is a program which gives inmates an opportunity to acquire basic work experience while in a correctional setting. In an experimental attempt to promote private sector involvement in prison industries, Congress, in 1978, amended federal laws prohibiting the sale of inmate-made goods in interstate commerce. The amendment permitted the U.S. Department of Justice to exempt seven states from this prohibition. These states were: Minnesota, Illinois, Iowa, Connecticut, Washington, Colorado and South Carolina. This program came to be known as the free venture program and its inauguration "sparked a variety of private sector initiatives."

Many private corporations set up shops in selected prison sites and offered inmates meaningful employment opportunities at salaries above state pay. (Moke,1984) These programs have met with mixed reactions and have experienced many roadblocks but the impetus for the development of prison industries as a viable alternative continues to grow.

"The growing interest in private sector employment of prisoners has been precipitated by Chief Justice Warren E. Burger's promotion of his `Factories with Fences' concept." (Schloegel, 1985). In an attempt to implement this concept, a national conference was held at the Johnson Foundation Center in January 1984. This was followed by a national conference on prison industries in June 1984, at The George Washington University, sponsored by the University and the Brookings Institution. This conference served as an invitation to private industry to become more involved in prison institutions, in job training and in placement of inmates.

In September 1984, the Chief Justice selected 39 persons to form a national task force on prison industries. In February 1985, a second conference on prison industries was held at Wingspread. Eleven committees chaired by task force members gathered at this conference. The task force is comprised of representatives from private industry, the corrections field, legislators, the academic community and concerned citizens. Its role is to develop and implement strategies to educate the public and private sector regarding the concept of prison industries. The task force has an additional goal, the formulation of recommendations for action within a prison setting.

The concept of prison industries is a new approach to the problem of crime. "By means of effective prison industry programs, a significant number of our citizens currently incarcerated will be released back into society eligible for employment, capable of retaining a job and more likely to become self-reliant." (Schloegel, 1985).

The purpose of prison industries is to provide meaningful inmate employment and to give the offender survival skills, social and/or technical, which may assist him/her during release adjustment. In acknowledging this goal, Chief Justice Burger has declared himself an avowed advocate of this program. To further this aim, visits have been made by the Chief Justice and other dignitaries to model programs in the Scandinavian countries. One objective of the Chief Justice and other experts in the field is to focus upon prison industries as a discipline as well as a lifestyle.

There are still many constraints at the local, state and federal level. In some instances, major policies and even state laws will have to be changed. For many years, UNICOR, Federal Prison Industries, Inc., a self-supporting corporation under the auspices of the Justice Department, has operated various industries in federal prisons providing "top quality manufactured products and dependable services to other federal agencies through employment and training." (UNICOR - Federal Prison Industries pamphlet on Printing, Government Printing Office, 1984.)

Chief Justice Burger has repeatedly stated that the concept of prison industries was an idea whose time had come -- "an idea too important to give up." At the June 1984, conference he said that the number of prisoners who enter prison as functional illiterates and who leave the same way, is staggering. "This must be changed!" He pointed out that it costs more to keep a person in prison than it does to send that person to the most expensive school in the country. To paraphrase his words -- we must put these dollars to good use so that the offender and society will benefit. We must make prison jobs real work and provide a productive work environment.

As a result of these activities and the influence of the Chief Justice, prison industries has become a very popular issue, particularly among corrections officials, governors and state legislators. "As of January 1985, there were twenty-six projects in which the private sector was involved with state-level prison industries." (Auerbach, 1985). New legislation passed in 1984, on crime control, has expanded the Percy Amendment from seven states to 20 states in which prison industries may be initiated without restricting the sale of prison-made goods.

The philosophy behind a sound prison industries program is to attempt to fortify the inmate with the skills necessary for job readiness, development and placement.

Additional resources and organizations involved in Prison Industries are:

American Correctional Association
4321 Hartwick Rd, Suite L-208
College Park, MD 20740

American Justice Institute
725 University Ave.
Sacramento, CA 95825

Criminal Justice Associates
P.O. Box 125
Lafayette Hill, PA 19444
(215) 828-8284

Criminal Justice Institute
Spring Hill West
South Salem, NY 10590

Edna McConnell Clark Foundation
250 Park Ave., Suite 900
New York, NY 10017

National Center for Innovation in Corrections
2130 H St., N.W., Suite 621
Washington, DC 20052
Dr. Judith Schloegal, Director
(202) 676-7062

National Institute of Corrections
320 First St., N.W.
Washington, DC 20534

National Institute of Justice
Office of Program Evaluation and Corrections Division
633 Indiana Ave., N.W.
Washington, DC 20531

Office of Justice Administration, Research, and Statistics
Program Management Division
633 Indiana Ave., N.W.
Washington, DC 20531

PRISON INDUSTRIES: Informational Resources

"Prison Industries", Paper delivered March 9, 1985, Williamsburg, VA by Dr. Judith Schloegel, SFCC, at Prison Seminar on the Administration of Justice, sponsored by the Brookings Institution. This paper is available from the National Center for Innovation in Corrections at The George Washington University. Call (202) 676-7062.

"Prison Industries - Legal Barriers to Private Sector Involvment", by Paul Moke. Delivered to Academy for Criminal Justice Sciences Annual Meeting, Chicago, March 1984. Available from Mr. Paul Moke - Project Talent, Wilmington College, 1285 Pyle Center, Wilmington, 45177, (513) 382-6661 Ext. 395.

"Prisoners Paying Their Own Way", American Bar Association Journal, John C. Shepherd, Pg. 8, V.71, April 1985. President's Page. This article contains a progress report on prison industries and explains the formation of a National Task Force on Prison Industries, created by Chief Justice Warren E. Burger.

"The Private Sector and Prison Industries", May 1985, Barbara Auerbach, Franklin Farrow and George Sexton, available from the National Institute of Justice.

Prison Industry: Topical Bibliography - # NCJ 10102 $17.50, May 1984) Contains approximately 200 citations and is updated annually in October.

Prison Industry: Topical Search - NCJ # 10102 - $5.00, (Contains 32 citations and is updated every six months)

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PRISON INDUSTRIES: Resources

Guide for Prison Industries, 1984
Contains good bibliography by Grieser, Miller & Neal.

Private Sector Involvement in Prison Services and Operations, 1984. Contains annotated bibliography.

Free single copies of these two documents are available from:
Information Center - National Institute of Corrections
1790 30th Street. - Suite 130
Boulder, CO 80301
(303) 444-1101

Burger, Warren E. "Ex-prisoners Can Become Producers Not Predators", Nation's Business, October 1982, pp. 38-39.

Hawkins, Gordon, "Prison Labor in Crime and Justice": An Annual. V.5, University of Chicago Press, 1983.

"The Women Offender Apprenticeship Program: From Inmate to Skilled Worker", Womens' Bureau, U.S. Department of Labor. The article explains how to develop an apprenticeship program in state prisons for women offenders based on the successful experiences of those who helped establish the apprenticeship program at the Federal Corrections Institution, Alderson, WVA. Pamphlet #21.

National Criminal Justice Reference Services (NCJRS), maintains a library at:

1600 Research Boulevard,
Rockville, MD 20850
(301)257-5500
800- 851-3420

The Library is open to the public MON - FRI - 8:30 - 5:00. Individuals may use the collection (both books and microfiche and reference help is available.) Material may not be checked out, except through interlibrary loan arrangements. This library holds all publications produced by the Department of Justice and has a small core collection on Prison Industries. Write to NCJRS:

P.O. Box 6000
Department F,
Rockville, MD 20850

Prison Industries: A Selected Bibliography, National Institute of Law Enforcement and Criminal Justice, U.S. Department of Justice. Lists documents which highlight the issues involved in prison industries, both in terms of setting goals and in developing programs to achieve them.

NON-PROFIT INSTITUTES

The Brookings Institution
Center for Public Policy Education
1775 Massachusetts Ave.
Washington, DC 20036

Warren I. Cikins
Senior Staff Member
(202) 797-6275

The Institution serves as a broker and a problem-solving organization bringing together key individuals involved in the promotion of correctional education. Brookings endorses many criminal justice programs and is the co-sponsor of the National Center for Innovations in Corrections at The George Washington University.

Center for Local and Community Research
Elmowood Sta. Box 5309
Berkeley, CA 94705

(415) 654-9036 (CA)
(800)843-2687

This is a national non-profit technical assistance organization that provides management support services to businesses, public agencies, and non-profit organizations. Its mission is to provide the people and the institutions that deliver human services with tools for planning and management. The Center publishes a two-volume manual ($108.00) called JTPA Participation Manual, V.I Organization and Planning. V.II Program Activities.

The Correctional Educational Consortium
2910 Thomson Ave.
Long Island City, NY 11101

Marvin Weinbaum
Executive Director
(212) 786-4798

The Correctional Education Consortium is a private, non-profit service organization coordinating a broad network of post-secondary and community-based institutions committed to providing quality educational services to adult offenders and ex-offenders.

Vera Institute of Justice, Inc.
377 Broadway
N.Y. NY 10013

(212) 334-1300
Michael Smith, Director

Independent non-profit organization supported by federal, state and city governments and foundations. Its special areas of interest are criminal justice, employment and the delivery of human services. The purpose of the Institute is to affect public policy in the area of criminal justice. The Institute is also involved in alternatives to incarceration and issues publications.

ADVOCACY ORGANIZATIONS

American Bar Association (202) 331-2260
Criminal Justice Division
1800 M St. N.W.
Washington, DC 20036
ABA focuses on key issues affecting the U.S. criminal justice system. For information on specific areas, contact the Criminal Justice Division.

American Justice Institute (916) 924-3700
725 University Ave.
Sacramento, CA 95825
The areas of interest of the Institute are criminal and juvenile justice. The institute maintains a small collection of books, periodicals, and reports. A publications list is available.

American for Human Rights and Social Justice (AHRSJ)
P.O. Drawer 6258
Fort Worth, TX 76115
AHRSJ is a nonprofit organization that seeks to educate the public about corrections and prison needs. The group also aims to bring about prison reform, improve ex-offenders' rights, aid families by providing data on corrections and to exchange data with other like-minded groups to improve the criminal justice system for all.

Center for Public Representation Louise Truback
520 University Ave. Co-Executive Director
Madison, WI 53703 (608) 251-4008
The Center publishes three brochures: "Ex-Offenders Rights", (on employment, housing, records and resources;) "Diminished Rights", (on licensing, voting, bonding, auto insurance), and "Advocacy".

Center for Women Policy Studies Jane Chapman, Director
2000 P St., N.W. Suite 508 (202) 872-1770
Washington, DC 20036
This group works to educate both the public and policy makers about the need for change in the legal, social and economic status of women. The Center publishes educational materials, including a quarterly journal, "Response to the Victimization of Women and Children". One of the areas of concern of this Center is female offenders.
Two relevant publications available from the Center are:

> Economic Realities and the Female Offender, Jane Roberts Chapman, Lexington Books, $22.95.
>
> Women Employed in Corrections, Elizabeth K. Minor, 1983, $5.00.

Community Justice Alternatives (CJA)
P.O. Box 506
3668 U.S. 31 S. Alpha Center
Traverse City, MI 49685-0506
Gary Knapp
Director
(616) 947-4807

CJA is a ten-county community-based corrections agency offering services to the community, jails and courts. Services include programs for ex-offenders, jail services for all inmates, including referral and program coordination, substance abuse treatment and follow-up, alternatives to incarceration and technical assistance.

Crime and Justice Foundation (CJF)
19 Temple Pl., 5th Floor
Boston, MA 02111
(617) 426-9800

A private, nonprofit organization, CJE seeks to improve and to develop an understanding of the administration of criminal justice.

Displaced Homemakers Network
1010 Vermont Ave., N.W. Suite 817
Washington, DC 20005
Jill Miller
Executive Director
(202) 628-6767

This is a national organization concerned with the needs of displaced homemakers and is a primary source for information and assistance on programs, legislation and new initiatives. The Network publishes a newsletter, guides and other publications.

Fortune Society
39 West 19th St.
New York, NY 10011
David Rothenberg
Executive Director
(212) 206-7070

The Fortune Society, founded in 1967, is an ex-offenders' self-help organization which offers a one-to-one counseling and tutoring program. The group has a national membership of 30,000. This Society offers vocational training and job placement in preparation for the GED. It also acts as a referral agency and publishes a newsletter, The Fortune News. The group has a Speakers Bureau, made up of ex-offenders.

Institute for Economic and Policy Studies
1018 Duke St.
Alexandria, VA 22314
Dr. Randolph Guynes
President
(703) 549-7686

The Institute conducts studies in three major areas:
- Correctional Education
- Correctional Industry
- Correctional Economics

NAACP (National Association for the Advancement of Colored People)
Project Rebound
270 West 96th St.
New York, NY 10025
(212) 222-9650

This program, based in New York, serves ex-offenders, 18 and over, male and female, who have no court cases pending, offering them counseling and direct on-the-job training and classroom training on contemporary equipment. The group also offers job referrals.

National Association of Private Industry Councils
810 18th St., N.W., Suite 705
Washington, DC 20006

Robert Knight
Executive Director
(202) 223-5640

The Association is responsible for overseeing the employment and training programs operated by PICs at the local and state levels. PICs function as umbrella agencies for programs in job training and development in most major cities working directly with the U.S. Department of Labor. Currently, the PICs are involved in the Joint Partnership Training Program. (JTPA)

National Coalition for Jail Reform
1828 L St., N.W., Suite 1200
Washington, DC 20036

(202) 296-8630

The Coalition is an association of 39 national organizations dealing with issues of jail reform.

National Moratorium on Prison Construction (NMPC)
309 Pennsylvania Ave., S.E.
Washington, DC 20003

Carol Bergman
Coordinator
Washington, DC Office
(202) 547-3633

NMPC is a non-sectarian, non-profit organization founded in 1939, to improve the social, civil and political rights of all people. The group operates three offices: Washington, DC, San Francisco and Atlanta, and publishes a quarterly newsletter, *Jericho*.

Network of Female Offenders
Office of the Secretary, Women's Bureau
Department of Labor
Room South 3315
200 Constitution Ave., N.W.
Washington, DC 20210

Ms. Elsie Denison
Social Science Advisor
(202) 523-6641

This is an informal association of organizations and individuals from the Washington Metropolitan area interested in exchanging information and ideas on the problems and needs of female offenders. The group was started by the Women's Bureau in March 1979, out of a need to address the problems of women offenders and ex-offenders.

Prison Fellowship
1440 Isaac Newton Sq.
Reston, VA 22090

(703) 478-0100

Prison Fellowship is a non-profit organization. It is a multi-faceted ministry that operates worldwide, providing in-community and in-prison discipleship seminars. It also provides community services, restitution projects, marriage enrichment seminars, inmate and ex-offender family ministry, ex-offender fellowship groups, Bible studies, justice ministry and pen pal match up. All are designed to help inmates, ex-offenders and their families find new hope through a religious influence.

Salvation Army
National Headquarters
799 Bloomfield Ave.
Verona, NJ 07044
(212) 505-4200

National Capital and
Virginia Division
P.O. Box 2166
Washington, DC 20013 or
503 E St., N.W.
Washington, DC 20001
Major Pauline Elder
Corrections Services Director
(202)783-4050

The Salvation Army has a Correctional Services Program that operates as one component of its nationwide network of services for people in need. The program seeks to offer hope and an opportunity to bring a new life to prisoners, former prisoners and prisoners' families. The Salvation Army provides physical and religious help through an array of services, courses, programs, camps and institutes.

The U.S. Department of Labor
Employment and Training Administration
200 Constitution Ave.
Washington, DC 20210
Steve McManus
Public Affairs Director
(202) 523-6871

The Targeted Jobs Tax Credit is a program of the Department of Labor. It is an elective income tax credit that can be applied to the wages private employers pay to targeted groups. Ex-offenders (felons) who are economically disadvantaged and hired no later than five years after release from prison or date of conviction, whichever is more recent, fit into this category.

Veterans Education Project
2001 S St., N.W.
Suite 710
Washington, DC 20009
Keith Snyder
Project Coordinator
(202) 686-2599

This group publishes a newsletter for veteran/offenders which is distributed monthly to 650 prisons. The cost of a subscription is $7.50 a year for individuals.

VisionQuest
P.O. Box 12906
600 N. Swan Rd.
Tucson, AZ 85732-2906
Steve R. Rogers
Executive Director
(602) 881-3950

VisionQuest is a national organization founded in 1973, with programs in Arizona, New Mexico, Pennsylvania and California. The organization offers an extensive network of responsive programs to troubled youth, from the ages of 10-21. The goal of the organization is to prepare these youths to re-enter their homes and communities by providing services that promote self-respect and social survival skills, often in an outdoor environment such as wilderness camps or sailing and biking expeditions. VisionQuest is a private, for-profit organiztion that contracts to provide its specialized services, designed to break the cycle of failure.

Washington Correctional Foundation
6400 31st Pl., N.W.
Washington, DC 20015

Ms. Peggy Nolan
Executive Director
(202) 244-5079

This group, founded in 1982, is a community-based organization involving concerned community leaders who support change in corrections. The Washington Foundation has a multi-fold mission: To attempt to obtain improved services to inmates (such as dental and medical care); to act as a clearinghouse and advocacy group; to link correctional institutions with the private sector; to increase understanding and dialogue and to facilitate the re-entry of offenders into their communities.

Women's Justice Center
651 East Jefferson Ave.
Detroit, MI 48226

(313) 961-4057 (Business)
(313) 961-7073 (Referral)

The Center offers legal information and legal assistance referrals, makes proposals for legislative and administrative reform, and educates women, the legal community, and the community at large on women's rights and needs.

EX-OFFENDER PROGRAMS

This selective list of ex-offender programs has been documented in the course of the research for this project, through May 1985. The list is by no means comprehensive, but each contact listed here is an excellent source and can lead to other programs of post-release services.

Cenikor Foundation
Corporate Office
1423 Texas Ave.
Houston, TX 77002
(713) 228-4447

Cenikor is a three-stage rehabilitation program organized in 1968, to assist men and women in overcoming the problems of drug addiction, alcoholism and criminal behavior. It is a long-term residential program operating out of three locations: Two in Texas and one in Colorado, with plans for additional locations. Cenikor is a non-profit organization that deals primarily with ex-offenders (80% of its clientele) and works closely with the judicial system, aiming to enhance the work attitudes, work habits and job skills of the residents in preparation for meaningful employment after they leave Cenikor.

Community Alliance for Ex-Offenders
543 S.W. Third Ave.
Portland, OR 97304
Ray Allen
Director
(503) 223-6818

The Alliance is a project of the National Center for Community Corrections. This organization recruits trainees from within Oregon's correctional institutions, prior to their release. Once released, the ex-offender is provided a range of services, including job development training, placement and follow-up.

Ex-Offender Task Force
Shiloh Baptist Church
9th & P Sts., N.W.
Washington, DC
Anne Knight

A program located in Washington, DC and directed by ex-offenders. The Task Force seeks to provide a support system to offenders upon their release into the community.

Industry-Corrections Interface
4800 District Blvd.
Vernon, CA 90058
Leticia Shaw
Director
(213) 582-5435

This group works with the economically disadvantaged, including ex-offenders and displaced persons. It operates with JTPA funding.

Liberation of Ex-Offenders thru Employment Opportunities (LEEO)
309 E St., N.W.
Washington, DC 20001
David A. Molloy
Executive Director
(203) 347-9108

A program founded in 1977, designed to place job-ready ex-offenders in suitable employment opportunities. The services include job readiness, job development and placement and a one-year follow-up supervisory period.

Offender Aid and Restoration (OAR) (804) 295-6196
National Office
OAR/USA
409 East High St.
Charlottesville, VA 22901

This national group with several affiliates throughout the country, provides job-readiness training, and job placement assistance to ex-offenders. The group sponsors workshops, but the additional services provided vary according to the individual affiliate.

Prison Release Ministry Roger C. Logue
203 N. Ottowa St. Executive Director
Joliet, IL 60434-0069 (815) 723-8998

This group acts as a subcontractor for the Illinois Department of Corrections to find jobs for offenders about to enter the job market. The Prison Release Ministry has maintained a job development office since 1976, and is supported by the Northern Illinois Council of United Methodist Churches. The Ministry is involved in ten services including a job clinic that requires 45 hours of attendance and offers training in computer skills and data entry. The group also hopes to develop a computer bank to match job opportunities with offenders assigned to work release centers.

The Safer Foundation Raymond D. Curran
10 S. Wabash Ave. Executive Director
Chicago, IL 60603 (312) 726-9200

This group, operating mainly in the Chicago area, is a multi-purpose social service agency which deals almost exclusively with the post-release needs of offenders. It operates under contract with government agencies and is funded by these agencies and various philanthropic organizations and provides a range of services to ex-offenders.
For additional information on program activities, call or write to:
Mr. Lowell F. Entress, Program Service Coordinator, Ext. 270.

70001 Ltd. (202) 484-0103
The Youth Employment Co.
600 Maryland Ave., S.W.
West Wing, Suite 300
Washington, DC 20024

This non-profit, public service corporation was founded in 1969, as an employment training organization dedicated to preparing economically disadvantaged citizens for the world of work. The organization includes a network of 58 programs in 16 states and is funded by public and private sources. Seventeen percent of the total clients served are ex-offenders. More information on 70001 Ltd. may be obtained by requesting a copy of the publication "Shaping the Future".

Virginia Cares Lin S. Atkins
P.O. Box 2868 Executive Director
Roanoke, VA 24001 Ex-Offender Employment Training
(703) 342-1880

This is a state-wide re-entry program started for ex-offenders in 1981, that uses the experience of community action agencies. The program provides both pre-release and post-release education, counseling and direct services in the critical areas of employment, housing, family/community relations and transportation. It also offers workshops in correctional facilities and maintains an information clearinghouse.

EX-OFFENDER INFORMATION RESOURCES

"Connections II: A Guide for Ex-Inmates to Information Sources in New York City Plus the Job Search". Second Edition, 1984. Free copies are available from: Institutional Library Services, The N.Y. Public Library, 455 Fifth Ave., New York, NY 10016.
This attractively packaged resource guide was sponsored by the New York Public Library's Office of Special Services and contains a selective listing of resources available in New York City. It is an excellent guide that fills an urgent need on the part of pre-release and recently released inmates for updated and crucial information on those resources.

"Crime and Justice in America"
L. Harold De Wolf
Harper and Row, NY, 1975
This book, although ten years old, deals with basic concepts in the area of criminal justice and is considered a classic. It may be found in some libraries or in specialized collections.

"Employing the Unemployed"
Eli Ginzberg
Basic Books, Inc., NY, 1980
This book deals with various issues affecting the unemployed and has a separate chapter on ex-offenders. $15.00 - (0-465-01957-9)

"Ex-Offenders in the Labor Market", prepared in February 1982, by the Department of Public Administration and Criminal Justice of Atlanta University, was designed to study the problem of ex-offenders obtaining employment after release and to develop policy guidelines that will help him/her in the employment market. This is available from: Criminal Justice Administration, Atlanta University, 740 Beckwith St., S.W., Atlanta, GA 30314, (404) 681-0251.

"From Cell to Society", 1984, Judith Schloegel and Robert Kinast, (unpublished manuscript), deals with the entire spectrum of problems and concerns facing an offender as he/she moves from prison to the free world. To obtain copies contact:

Dr. Judith Schloegel
National Center for Innovation in Corrections
The George Washington University
2130 H St., N.W., Suite 621
Washington, DC 20052
(202) 676-7062

Journal of Offender Counseling Services and Rehabilitation
Available from:
Haworth Press
28 E 22nd St.
New York, NY 10010

Formerly:
Offender Rehabilitation
(212) 228-2800

"Survival Sourcebook"
Contact Center, Inc.
P.O. Box 81826
Lincoln, NE 68501

Donna Hunzeker
Information Services
(402) 464-0602

This excellent reference source published in 1982, contains facts, guidelines and resources for anyone needing reinforcement in acquiring life skills and coping mechanisms in any transitional stage of life. The book includes a special section on ex-offenders and is reprinted about every five years. It is available for $10.00 from the Center. Individuals may contact the Information Center at Contact Inc., and obtain printouts on current information on human services agencies by state.

"The Transition from Prison to Employment: An Assessment of Community-Based Assistance Programs". National Evaluation Program: Phase I Report, Series A, #19. National Institute of Law Enforcement and Criminal Justice, U.S. Department of Justice, Washington, DC, GPO, July 1978. This report assesses the state-of-the-art regarding community-based programs which provide employment services to prison releasees. The report is not definitive but offers a sound basis for planning further evaluation and research. Available on loan from NCJRS. Report #42242, (301) 251-5500.

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Corrections Compendium (402) 464-0602
Contact, INC.
Box 81826
Lincoln, NB 68501

Corrections Magazine
Published by Criminal Justice Publications Inc.
567 6th St., #11
Brooklyn, NY 11215

Corrections Today (301) 699-7600
American Correctional Association
4321 Hartwick Rd., L-208
College Park, MD 20740

Crime and Delinquency (415) 956-5651
and
Criminal Justice Newsletter
National Council on Crime and Delinquency
760 Market St., Suite 433
San Francisco, CA 94102

Criminal Justice Review (404) 658-3515
Georgia State University
College of Public & Urban Affairs
University Plaza
Atlanta, GA 30303

Journal of Correctional Education (606) 622-3636
Published by Department of Correctional Services
Eastern Kentucky University
105 Stratton
Richmond, KY 40475

Journal of Criminal Justice (914) 592-7700
Pergamon Press - Journals Division
Maxwell House
Fairview Park
Elmsford, NY 10523

Journal of Offender Counseling (703) 823-9800
American Association for Counseling and Development
5999 Stevenson Ave.
Alexandria, VA 22304

Journal of Offender Counseling (212) 228-2800
Services and Rehabilitation
Haworth Press
28 East 22nd St.
New York, NY 10010

Journal of Research in Crime and Delinquency (415) 956-5651
National Council on Crime and Delinquency
760 Market St., Suite 433
San Francisco, CA 94102

Many correctional journals are indexed in the following sources:

Criminal Justice Abstracts
P.O. Box 249
Monsey, NY 10952

ERIC Clearinghouse on Adult, Career and Vocational Education
1960 Kenny Rd.
Columbus, OH 43210

ERIC Clearinghouse on Handicapped and Gifted Children
The Council for Exceptional Children
1920 Association Dr.
Reston, VA 22091

University Microfilms International
300 North Zeeb Rd.
Dept. P.R.
Ann Arbor, MI 48106

For a more complete listing of journals in this subject area, see:

Ulrich's International Periodicals Directory, R.R. Bowker Co. and available in the reference section of most public and university libraries.

New and Forthcoming Materials

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University of Chicago Press
P.O. Box 37005
Chicago, IL 60637
(312) 962-7700

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